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Self-Regulated Learning in Second Language Classrooms

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Emphasis: TESOL

by

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Under the Direction of

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LEBANESE AMERICAN UNIVERSITY

We hereby approve the project of

Salwa Daouk

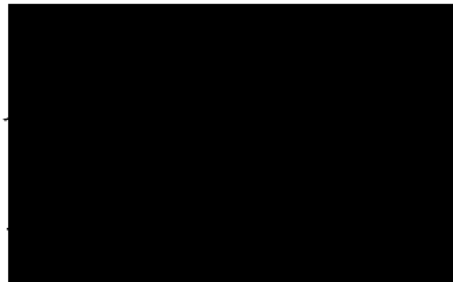
Self-Regulated Learning in Second Language Classrooms

Date submitted: January 2009

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Self-Regulated Learning
In Second Language Classrooms
Salwa Daouk
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Dedications

I dedicate this work

To everyone who has a passion for learning

To my beloved family, who forever made my life meaningful

To my sister, who has always been my advisor

To struggling readers and writers to develop self-regulating strategies

Acknowledgements

I would like to express my greatest gratitude to all those who have been behind this achievement. I would like to thank the entire Department of Education at the Lebanese American University, especially Dr. Bahous who without her continuous inspiration and guidance would not make this dream come true.

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Abstract:

Various studies have documented a relationship between college students' self-regulatory capabilities and achievement; however, many indicate that not all college students can actively guide and manage their learning. From this perspective, Self-Regulated Learning (SRL) complements the notion of the No Child Left Behind Act to stop the great risk of college students from dropping out. SRL researchers have paid little attention in creating high-SRL environments to foster SRL skills in the second language classrooms. This study sheds lights on how modeling is an effective way of building self-regulatory academic skills. Moreover, reading and writing research is discussed in which modeling was employed to enhance students' achievement, skills, self-efficacy, and self-regulation across multiple phases of Zimmerman's model and SRSD model according to social cognitive theory and research findings. Interviews and observations of language arts lessons were analyzed to determine the extent to which teachers' tasks and practices created opportunities to engage in self-regulated reading and writing. These findings are addressed to ESL teachers to encourage them to use modeling as a method of instruction, to promote SRL environment, and to enhance students' achievement.

Chapter One

Introduction

A great number of students entering universities today are not academically prepared to cope with the demands of college-level work. Almost half the accepted students have to take basic language skills or remedial courses in reading and writing to improve their academic achievement. Many language learners spend their time studying English as a foreign language in universities without being able to communicate successfully in the target language.

Therefore to overcome these challenges many faculty members choose to help their students by developing Self-Regulated Learners (SRL). However, most instructors need support to develop SRL. The latter is done by modeling instructions where self-regulatory skills can be taught (Schunk & Zimmerman, 1997; Zimmerman, 2000) according to their development model. Previous research see for instance (Lewis & Mitchell, 1996; Neuman & Roskos, 1997; Perry, 1998; and Turner, 1995) indicates that students develop academically effective forms of SRL in classrooms where they are involved in complex tasks, have control over their learning, and are engaged in evaluating their work. Also, students develop SRL when they receive instrumental support from peers and teachers, which often takes the form of modeling and scaffolding attitudes and actions associated with SRL. On the other hand, without considering modeling of meta-cognitive skills as an essential part of instruction in reading and writing, students would not emerge as self-regulated learners.

Purpose of the Study

The aim of this project is to shed light on the perceived benefits of modeling of instructions, as an effective method, that should help students who have trouble in reading and writing in the second language classrooms, and whether this method of instruction promotes self regulated learning environment and enhances students' achievement. The key questions that led to this study were the following:

- (1) How can teachers create self-regulated learning environments?
- (2) Which SRL method of instruction should teachers start with to improve students' achievement in reading and writing?
- (3) How should tasks and instructions be formed to foster SRL?

Rationale

The rationale for choosing this topic is to help undergraduate university students who have problems in reading and writing improve their skills when teachers connect self-regulatory strategies with explicit instruction and opportunities to practice these skills. Despite the great importance of this topic, few teachers are aware of this model and of its implementation in second (or foreign) language classrooms. My concern in this project is to draw teachers' awareness regarding SRL and conduct a study that may provide teachers with methods, tools and practices that match students' learning needs to improve their academic achievement (see Randi & Corno, 2000).

Significance of the Study

This study among universities in Lebanon will open doors to initiate constructive and educational collaboration to improve the basic skills among college under-achievers.

Moreover, the implementation of models such as Zimmerman's model of self-regulation and the Self-Regulated Strategy Development Model (SRSD) in the second language classroom would reveal a rigorous structure that is consistent through time. The students have to be trained in order to master every step of self-regulation and to become autonomous readers and writers.

Conclusion

My concern in this project is to explore the underlying hypothesis about how modeling of teaching practices can promote SRL environments in the ESL classroom and how this educational method can improve students' learning positively. Moreover, Perry, Phillips, & Hutchinson (2006) offered evidence indicating that when teachers design tasks and activities that we characterize as complex, opportunities for students to engage in SRL are increased. I hope that with the literature review, teachers' comments, classroom observations and interviews would help teachers take actions to design tasks and practices that would change some of their instructional methods.

In this first section, I introduced the topic I intend to investigate, i.e. SRL in the university second/ foreign language classroom. I also pointed out the rationale, significance of the study and the research questions pertaining to this project. The next section will review the extensive literature related to SRL.

Chapter Two

*Literature Review**Introduction*

In this chapter, the researcher examines how Schunk and Zimmerman's (1994) social cognitive theory based model and how Self-Regulated Strategy Development (SRSD) model are both used in the classroom to develop powerful interventions for students who face academic challenges (Graham & Harris, 2005).

Current literacies emphasize the notion of educational inclusion for exceptional students as well as for the disabled and low- achieving students. From this perspective, Self Regulated Learning (SRL) has emerged as an important issue in this educational setting (Zimmerman & Schunk, 2001). Most educators today agree that the major role of education is to develop self- regulated and long-life learners, who are metacognitive, motivated, and strategic (Zimmerman, 2001). Much research has shown the link between self-regulated practices and academic achievement, including delineating differences between high and low self-regulating students (Zimmerman & Bandura, 1994; Zimmerman, Bandura, & Martinez-Pons, 1992). These self-regulating learners are strategic in the ways they approach tasks and activities. They set realistic goals, select effective strategies, monitor their understanding, and evaluate progress toward their goals (Pressley & Afflerbach, 1995; Zimmerman, 1989; Zimmerman, Bonner & Kovach, 1996). Unfortunately, not all learners are effectively self- regulated. They have difficulty activating and regulating strategic behavior and may use ineffective or inefficient strategies, and can develop defensive or self-handicapping behaviors, including giving up easily or dropping out (Covington, 1992; Paris & Newman, 1990; Prinrich & Schunk, 2002). Although research has shown the

importance of developing self-regulated readers and writers, few researchers have investigated classroom practices that facilitate and guide this growth (Perry & Vandekamp, 2000; Perry, Walton, & Calder, 1999). From this perspective, modeling of instructions is considered a promising method that promotes self-regulating learning environment and enhances students' achievement in reading and writing in the second language classrooms.

Self-Regulated Learning

Recent years have witnessed an increased emphasis on the development of students' literacy skills especially reading and writing. According to Bandura's (1986) social cognitive theory, and according to Zimmerman (2000) model, self efficacy and self regulation are key processes that affect students' learning achievement. *Self-efficacy* refers to learners' perceived capabilities for learning or performing actions at designated levels (Bandura, 1997), while *self-regulation or self-regulated learning* refers to self-generated thoughts, feelings and actions that are systematically designed to affect one's learning of knowledge and skills (Zimmerman, 2000, 2001). *Modeling* – an important variable in Zimmerman and Bandura's (1994) social cognitive theory- is a means for promoting students' self-regulation.

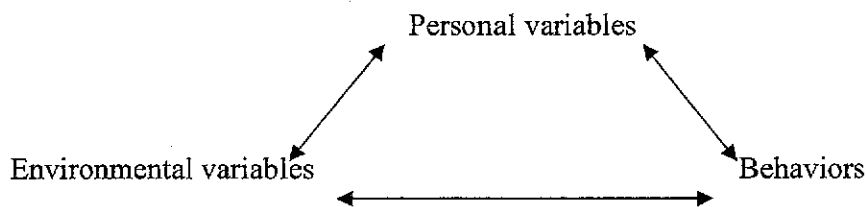
Self-efficacy

The conceptual framework is based on Bandura's (2001), Zimmerman's (2000) social cognitive theory, in addition to Graham & Harris (2005) model. These models interpret human functioning as a series of reciprocal interactions between personal influences, environmental features, and behaviors. For example, one's personal self-efficacy beliefs about writing an essay can influence one's writing behaviors, such as choice of literacy

topics, effort, and persistence. Self-efficacy beliefs can affect a person's environment; for example, efficacious students who are trying to write in a noisy social or physical environment may redouble their concentration to avoid distractions.

Conversely, one's social environment can affect personal variables and behaviors. Students who receive encouraging feedback from teachers may feel more efficacious and work harder to succeed. Teachers can inspire students to write by creating a favorable classroom environment, such as by giving students enough time to write.

According to Bandura (1986, 2001) and Printich & Schunk (2002) human functioning involves reciprocal interactions between personal influences (e.g. thoughts, beliefs), environmental features, and behaviors (Fig.1) (Zimmerman & Schunk, 2001).



(Bandura's model of reciprocal interactions)

(Adapted from Barry Zimmerman, 2001).

One's personal self-efficacy beliefs influence students' behaviors, choice of task, persistence, effort, and achievement. Self-efficacy beliefs also can affect a person's environment. Conversely, one's social environment can affect personal variables and behaviors. Students who receive encouraging feedback from teachers may feel efficacious and work harder to succeed. The influence of behavior on personal variables is revealed in the student who succeeds in reading a moderately difficult book and then experience higher

self-efficacy and motivation to try reading another book of comparable difficulty (Zimmerman & Schunk, 2007). They noted that people seek to exert control over important aspects of their lives. The notion of reciprocal interactions shows how people can affect their behaviors and environments with their thoughts and beliefs. This reciprocity is exemplified with an important construct in Zimmerman's theory: perceived self-efficacy or beliefs about one's capabilities to learn or perform behaviors at a designated level. Research shows that students' self-efficacy beliefs influence such actions as choice of goals, tasks, persistence, effort and achievement (Schunk, 2001). In turn, students' behaviors modify their efficacy beliefs. For example, as students work on tasks, they note their progress toward their learning goals (e.g. completing sections of a term paper). Progress indicators convey to students that they are capable of performing well, which enhances their motivation. Moreover, a teacher's feedback can affect self-efficacy. Persuasive statements such as "I know that you can do this" can raise students' self-efficacy (Zimmerman & Schunk, 2001).

From a social cognitive perspective, self-regulated learners direct their learning process and attainment by setting challenging goals for themselves, by applying appropriate strategies to achieve their goals, and by enlisting self-regulative influences that motivate and guide their efforts. Self-regulated learners exhibit a high sense of efficacy in their capabilities, which influences the knowledge and skill goals they set for themselves and their commitment to fulfill these challenges (Zimmerman, 2001). From this aspect, experimental studies have shown that teaching low-achieving students to set proximal goals for themselves enhance their sense of efficacy and their academic achievement, and their intrinsic motivation in the subject matter (Kaplan, Middleton, Urdan & Midgley, 2002).

From this result, I can infer that self-regulation of motivation depends on self-efficacy beliefs as well as on personal goals. Teachers should take advantage from these findings by setting proximal goals to their students to reach the optimal goals for each student. In addition, students' self efficacy would be enhanced according to the causal attributions of the students' goals and outcomes. These attribution judgments would play a pivotal role in self-reflection. Students would attribute their error to controllable sources such as learning strategies to sustain motivation during periods of deficient performance (Zimmerman, 2001). In short, self-regulated learners are able to put into play a series of volitional strategies to control external and internal distractions to maintain their concentration, effort, and motivation while performing academic tasks.

Modeling

Modeling refers to cognitive, affective, and behavioral changes that derive from observing models. Models provide information about learners' self-efficacy. Modeling refers to the process in which observers pattern their thoughts, beliefs, and behaviors, after those displayed by one or more models (Schunk, 1987).

Observational learning through modeling occurs when observers display new behaviors that they could not perform prior to being exposed to the models. Observational learning through modeling is comprised of four processes: Attention retention, production, and motivation (Bandura, 1986). Observer *attention* to environmental events is necessary for them to be perceived. *Retention* includes coding and transforming modeled information for storage in memory, such as through rehearsal and linking new information to knowledge already in memory. *Production* involves translating

their mental conceptions of modeled events into actual behaviors, such as when they translate their thoughts into written sentences and paragraphs. Motivation influences observational learning because when students believe that models possess a useful skill they are likely to attend to such models and attempt to retain what they learn. Moreover, research conducted by Schunk and Zimmerman (1994) has shown that students' academic achievement and self-efficacy can be improved by observational learning through modeling. Modeling is critical in Schunk and Zimmerman's model of the development of self-regulation. It serves three main functions: inhibition/ disinheriting, observational learning, and response facilitation (Zimmerman & Schunk, 1997). Observational learning through modeling is important for the development of self-regulatory skills. Modeling is a critical component of SRSD. Teachers model self-regulated use of the academic strategies being learned. During SRSD, it is imperative for students to observe and imitate the behaviors, strategies, and thoughts of the teacher or other effective writers. Further, SRSD uses coping models. A coping model demonstrates the typical problems and concerns of the observers but steadily improves performance and gains of self-confidence during modeling. Schunk, Hanson, and Cox (1987) demonstrated that observing coping models improves students' self-efficacy and skill performance. *Motivation* is necessary for observers to display actions learned observationally. Observers may be motivated because they see models rewarded; they believe that the learning is important, and so forth.

The functional value of behavior, or whether it results in success or failure or reward or punishment, affects observer modeling. Modeled actions are more likely to be performed if they previously led to rewarding outcomes than if they resulted in punishment, regardless of whether people experienced the consequences themselves or whether they observed

modeled consequences. By watching models, observers form outcome expectations about the expected consequences of actions, Zimmerman and Schunk (2007) hypothesized that when objective standards of behavior were unclear or unavailable, observers evaluated themselves through comparisons with others. The most accurate self-evaluations derived from comparisons with those similar in the ability or characteristic being evaluated. The more alike observers are to models, the greater is the probability that similar actions by observers are socially appropriate and will produce comparable results. The motivational effects of vicarious consequences depend partly on self-efficacy. Similarity of models constitutes a source of vicarious information for evaluating one's efficacy. Observing others succeed can raise observers' self-efficacy and motivate them to try the task; they are apt to believe that if others can do well, they can, too (Graham & Perin, 2007a). Model attributes are often predictive of capabilities. Similarity is most influential when individuals are unfamiliar with the task or have previously experienced difficulties and hold low self-efficacy.

Self-regulated strategies in reading and writing

Self-regulation helps promote reading and writing achievement, and models can teach students self-regulation skills (Zimmerman & Schunk, 1997). Later, referring to Bandura's model, Zimmerman and Schunk (Schunk, 1987; Zimmerman & Schunk, 1997, Zimmerman, 2000) formulated a social cognitive model of the development of self-regulation (figure 2). This model postulates four levels of development: Observational, emulative, self-controlled, and self-regulated that begin with social sources and shift to self-sources in a series of levels.

Phases of Self-Regulatory Development

Phase	Major features
Observation	Cognitive acquisition of skill from modeled and verbal instruction.
Emulation	Demonstration of skill with social guidance and feedback
Self-controlled	Internalization of skill and its independent demonstration
Self-regulated	Adaptation of skill to changes in personal and contextual conditions.

Figure 2: Social cognitive model of the development of self-regulation

(Adapted from Zimmerman & Schunk, 2007).

The first two levels (observational, emulative) rely primary on social factors, where as in the second two levels (self-controlled, self-regulated), the source of influence shifted to the learner (Zimmerman & Schunk, 2007).

In this model, novice learners acquire skills and strategies from social modeling, teaching, task structuring and encouragement. At the observation level, students learn the major features of strategies but require practice with feedback to begin to develop the skills.

An emulative level is attained when the learner's performance approximates the general form of the model. The learner emulates the models' general pattern or style.

The third, self-controlled level represents the capability of the learners to use the skill or strategy independently when performing related tasks. The skill or strategy becomes internalized although the learner's mental representation is still affected by the model.

During the final self-regulated level, students have full control over the self-regulated strategy and can adapt it intentionally to enhance their performance in a variety of situations, i.e. to fit their strategy to fit their own purpose.

In this model of development of self-regulation, Zimmerman and Schunk (2007) highlight that self-regulation is domain-specific; therefore, one's competence in different areas will vary; for example, a student might be in the self-regulation phase in reading fiction books, self-control phase while reading informational books, and in the observation phase when writing (Schunk & Zimmerman, 2007).

The methodological concerns that tie all the research articles are the use of Zimmerman and Schunk's model of the development of self-regulation (Zimmerman & Schunk, 2001). The researchers used qualitative, quantitative, and mixed methods to prove their theory. Using the four phase model, they elaborate that modeling of instructional strategies enhances students' self-efficacy, skills, and self-regulation. Moreover, Schunk and Zimmerman (2007) discussed how their four-phase self-regulation model of self-regulatory competence can be used by teachers to strengthen reading and writing instruction.

Zimmerman (2001) conceptualized that self-regulation consists of three phases: Forethought, performance control, and self-reflection.

Forethought Phase

The forethought phase precedes actual performance and refers to processes that set the stage for action, such as goal setting and modeling.

Goal Setting and Modeling

Goal setting is an integral aspect of the forethought phase of self-regulation. Allowing students to set learning goals can enhance their commitment to attaining them, which is necessary for goals to affect performance (Locke & Latham, 1990). Schunk (1987) found that self-set goals promoted self-efficacy. Children with learning disabilities in mathematics received subtraction instruction and practice over sessions. Some set performance goals for each session; others had comparable goals assigned; those in a third condition did not set or receive goals. Self-set goals led to the highest self-efficacy and achievement. Children in the two goal conditions demonstrated greater motivation during self-regulated practice than did no-goal students. Moreover, proximal goals enhance achievement outcomes better than distant goals. Bandura and Schunk (1981) provided children with subtraction instruction and self-regulated problem solving over sessions. Some pursued a proximal goal of completing one set of materials each session; a second group was given a distant goal of completing all sets of materials by the end of the last session; a third group was advised to work productively (general goal). Proximal goals led to the most productive self-regulated practice and to the highest subtraction self-efficacy and achievement.

Schunk (2001) found benefits of modeling on children's mathematical skill learning. Children received either adult modeling or written instruction on long division, followed by guided and self-directed practice, over sessions. The adult model verbalized division solution steps while applying them to problems. Both treatments enhanced self-efficacy, persistence, and achievement, but modeling led to higher achievement and more accurate correspondence between self-efficacy and actual performance. Results of a meta-analysis

showed that modeling enhanced self-efficacy and achievement, self-efficacy directly affected persistence and achievement, and persistence had a direct effect on achievement (Graham & Harris, 2003). Harris, Graham, Mason, and Saddler (2002) investigated the role of perceived similarity in competence by comparing mastery with coping models. They illustrate how effort and positive thoughts can overcome difficulties. In addition to the modeled skills and strategies, observers learn and internalize these motivational beliefs and self-regulatory actions. Coping models contrast with mastery models, who demonstrate competent performance throughout the modeled sequence. In the early stages of learning, many students may perceive themselves more similar in competence to coping models. Schunk, Hanson and Cox (1987) had children observe models solving subtraction problems. Peer mastery models solved subtraction problems correctly and verbalized statements reflecting high efficacy and ability, low task difficulty, and positive attitudes. The lack of differences between the peer coping and mastery model conditions may have arisen because children previously had experienced success with subtraction. Any type of peer model might have raised efficacy, and children may not have internalized coping strategies and progress beliefs. Boekaerts, Prinrich, and Zeidner (2000) further explored mastery—coping differences and found that observing peer coping models enhanced children's self-efficacy and achievement more than observing peer mastery models. Thus, at the beginning, students observe what their teacher is modeling, but when students participate in collaborative modeling they would achieve better results (Pressley & Harris, 2006).

The Performance Phase

The performance control phase involves processes that occur during learning and affect learning and action, such as social comparisons, feedback, and use of learning strategies. During the self-reflection phase, learners respond to their efforts by evaluating their goal progress and adjusting strategies as needed. Moreover, research indicates that students develop academically effective forms of self-regulation in classrooms where they are involved in complex meaningful tasks (Perry, Philips, & Dowler, 2004). Also, students develop SRL environment when they receive instrumental support from peers and teachers, which often takes the form of modeling and scaffolding attitudes and actions associated with SRL. Turner (1995) examined how reading tasks influenced students' engagement in learning. She observed a grade 12 class as students engaged in literacy activities she characterized as open and closed. Open tasks and activities offered students opportunities to choose what to read, as well as where and when to read. These open activities included reading and writing tasks such as writing party invitations and making birthday cards after reading a story about someone's birthday. Teachers can promote comprehension strategies in reading through modeling the process and fostering positive interaction with the text (Grabe, 2004).

Learners' self-verbalizations of self-regulatory strategies

Self-constructed verbalizations yielded the highest motivation during self-directed practice. Students who verbalized explicit strategies and self-constructions demonstrated the highest self-efficacy. Schunk, Hanson, and Cox (1986) examined the role of verbalization during learning of subtraction problem solution strategies among students. While solving problems, continuous-verbalization students verbalized aloud their problem-

solving operations; discontinued-verbalization children verbalized aloud during the first half of the instructional program but were asked not to verbalize aloud during the second half, and no-verbalization children did not verbalize aloud. Continuous use of overt volitional¹ verbalization of the strategies such as "If I follow this concept map, I can write a good persuasive essay" led to the highest self-efficacy and achievement (Lee & Young, 2001). When instructed to discontinue verbalizing aloud, these students may have not continued to use the verbal mediators to regulate their academic performances. For verbal mediators to become internalized or covert, students may need to be taught to fade overt verbalizations to a covert level (Horner & O'Connor, 2007).

Self-Reflection Phase

The process of comparing performances with goals in determining progress is affected by developmental factors. Some students may solve problems accurately but not feel efficacious because they are uncertain whether their answers are correct. They are unable to keep goals in mind and self-evaluate progress. It helps to make goals explicit and provide students with opportunities for self-evaluation of progress and capabilities.

¹ In recent years, we find a movement to recover within Psychology volition as an explanation for moving from intention to action, and this is how it is incorporated in studies in self-regulated learning. This current awakening of interest can be attributed to Corno (2001), who are studying dynamic factors and forces relating to volition, which appear to be necessary to move individuals toward the goals that they set for themselves (Gonzalez Torres, 2003).

Progress Feedback and Self Evaluation

As learners set goals, it is necessary that they believe they are making progress toward goal attainment. Learners can self-evaluate progress on tasks having clear criteria; however, on many tasks it is difficult to determine goal progress, especially when standards are not clear or progress is slow. Feedback indicating progress can generate self-efficacy and motivation. Later, as learners become more skillful, they become better at self-evaluating progress. Studies by Schunk and Swartz (1993a, & 1993b) investigated how goals and self-evaluation affect achievement outcomes and self-directed practice over sessions. An adult modeled a writing strategy, after which students practiced applying it to compose paragraphs. Process-goal students were told to learn to use the strategy; product-goal students were advised to write paragraphs; general-goal students were told to do their best. Half of the process-goal students periodically received progress feedback that linked strategy use with improved performance (e.g., "You're doing well because you applied the steps of the strategy in order). The process goal plus feedback condition was the most effective. Process goal and feedback students outperformed product and general goal students on self-efficacy, writing achievement, self-evaluated learning progress, and self-regulated strategy use. Moreover, Schunk (2001) conducted two studies investigating how goals and self-evaluation affect SRL and achievement outcomes. In both studies, children received instruction and self-directed practice on fractions over sessions. Students worked under conditions involving either a goal of learning how to solve problems or a goal of merely solving them. In Study 1, half of the students in each goal condition evaluated their problem solving capabilities after each session. The learning goal with or without self-evaluation and the performance goal with self-evaluation led to higher self-efficacy, skill

and motivation, than did the performance goal without self-evaluation. In Study 2, all students in each goal condition evaluated once their progress in skill acquisition. The learning goal led to higher motivation and achievement outcomes than did the performance goal.

These results show differential effects of self-evaluation as a function of its frequency. Frequent opportunities for self-evaluation of capabilities or progress raised achievement outcomes regardless of whether students received learning or performance goals. Under these conditions, self-evaluation may complement process goals better than product goals. Graham and Harris (1999) replicated these results with college students during instruction on computer skills. When opportunities for self-evaluation were minimal, the process goal led to higher self-efficacy, self-evaluated learning progress, and self-regulatory competence and strategy use; self-evaluation promoted self-efficacy. Conversely, frequent self-evaluation produced comparable outcomes when coupled with process or product goals. What differentiates social cognitive theory from earlier reinforcement theories is not that people learn by doing but rather its explanation. Zimmerman and Schunk (2001) postulated that skillful performances are gradually acquired through reinforcement of successive approximations to the target behavior, a process known as shaping. Cognitions may accompany behavioral change, but they do not influence it. Conversely, social cognitive theory contends that behavioral consequences serve as source of information and motivation rather than as response strengtheners (Bandura, 1986). The many theoretical perspectives such as the operant theory, phenomenological, and Vygotskian (Zimmerman & Schunk, 2001) can contribute to effective teaching practices and the development of self-regulation, but the social cognitive theory was the most prolific.

Self-Regulated Strategy Development Model

Graham & Harris (2003) developed the Self-Regulated Strategy Development (SRSD) model of strategies of instruction in reading and writing based on the social cognitive theory using Zimmerman's model to enhance students' achievement using explicit instruction. SRSD model has evolved as a research proven instructional approach to developing academic and self-regulation strategies among students with significant learning difficulties in reading, writing, and mathematics (Manson, Snyder, Jones, & Kedem, 2006). A current study based on SRSD model (Graham & Harris, 2003) focused on high school students with learning disabilities in writing. Moreover, Graham and Perin (2007b) present the results of their inquiry in Writing Next that the most effective approach and strategy instruction is the SRSD intervention because it involves explicit instruction in writing strategies and self-regulation methods. This model uses specific stages of instruction to teach students to write effectively. It helps students to rethink and develop metacognitive skills and abilities by using various mnemonics. However, revisiting stages can be combined or reordered by the teacher according to her needs and situation. This SRSD Strategy model consists of six steps as outlined below.

Step 1: Develop background knowledge

The first stage focuses on generating and defining the components of an essay. A mnemonic device (DARE) chart was provided for the basic framework for an essay. The mnemonic device stands for: a) develop topic sentence, b) add supporting detail, c) reject arguments from the other side, and d) end with a conclusion.

Step 2: Initial conference: strategy goals and significance

Students review the current level of performance to set goals to improve the quality of their writing according to an agreed criterion. Students would use a self-regulated model by using a visual prompt that listed the three-step writing strategy: (a) Think, who will read this and why am I writing it. b) Plan what to say using DARE mnemonic device, and (c) Write and say more.

Step 3: Modeling of the strategy

The teacher models the strategy using a think a loud technique. When the essay is completed the purpose of self-instruction is introduced which were problem definition, planning, self-evaluation and self-reinforcement.

Step 4: Memorization of the strategy

This step involves the student memorizing the strategy and then practicing it in a collaborative manner.

Step 5: Collaborative practice

The students and the teacher together write an essay using the overhead projector. Self-instruction procedures are used. During this step the student and the teacher meet individually to establish a criterion of what should be included in their essay and how to collect data.

Step 6: Independent practice

The final stage of the SRSD model in independent practice is mastery. Students work independently and can monitor their own performance by checking to see if their essays meet the criterion that they have set individually with the teacher.

This SRSD model would enhance good quality of writing for both students with learning disabilities and for lower achievers in high school. In reality, this study empowers teachers to benefit from a new approach to writing that would help them develop strategies for brainstorming, semantic webbing, setting goals, and revising. Moreover, this model facilitates meaningful assessment. The interactive, collaborative nature of the process allows teachers to easily assess changes in student's cognition and achievement (Lienemanne & Reid, 2006). Consequently, students are encouraged to become partners in the strategy evaluation process according to the criterion they set together individually with their teachers to enhance their writing. In addition, students can chart their progress by using their portfolio. For example, collecting samples of writing can improve students' motivation and demonstrate the merits of using SRSD model in writing. During the writing period the researcher used the mnemonic device "The Tower of Writing" to use when writing a cover letter for an advert. The students use the letter T for thinking and to make a list of important information. The letter O stands for Organize where students order the information in a logical way. The letter W stands for write a first draft, the letter E stands for editing by checking the grammar, spelling, and punctuation, and finally, the letter R stands for rewriting a clean copy of their work (Phillips, 2007). In another context, following SRSD instruction for TWA: think before reading, think while reading, think after reading and PLANS: Pick goals, List ways to meet goals, And make Notes and Sequence notes improved the students performance in oral and written retell expository passages (for more details see Appendix D).

These explicit instructions, in teaching low-achieving students **when** and **how** to use reading and writing strategies, indicated positive results. I think teachers should assign

more written response to their students in reflection to the students' textbook materials to enhance their writing performance.

The combined TWA+PLANS approach teaches students to formulate and extend their thinking about what has been read through writing outlines for reading comprehension in combination with developing planning and writing goals for an essay. The instructors' lessons included direct instruction in self-regulated learning through self-instruction, goal setting, self-monitoring, and self-reinforcement. Moreover, the instructor followed procedures fundamental to the SRSD approach. Lessons were focused, explicit, and individualized to address the students. Six strategy acquisition stages fostered the student's attainment of strategy usage: develop preskills, discuss the strategy, model the strategy, and memorize the strategy, guided practice, and independent practice. Selected SRSD lesson plans are offered on the Center for Accelerating Student Learning (CASL) website, under outreach, at www.vanderbilt.edu/CASL (Zito, Adkins, Marva, Harris, & Graham, 2007). By using these strategies students' achievement improved in reading comprehension and later on was documented in writing

(Graham & Harris, 2003). In this aspect, the researcher thinks that students have gains in ~~organizing texts orally as well as written. However, one pitfall could address the affective~~ behaviors of students who are having difficulty in maintaining the motivation for completing the task. The researcher thinks this drawback was revealed because students' success was not attributed to their evaluations in using the SRSD strategy instructions. These unmotivated students may require more explicit help in seeing the power of strategies in performance (Graham & Perin, 2007).

In a similar intervention, Schunk & Swartz (1993a, 1993b) used goal setting, progress feedback, and self-evaluation of progress while modeling the writing strategy. The first 10 minutes were devoted to modeled demonstration in which the teacher (a member of the research team) modeled the writing strategy by verbalizing the strategy's steps and applying them to sample topics and paragraphs. Students then received guided practice (15 minutes), during which time they applied the steps under the guidance of the teacher. The final 20 minutes of each session were for self-regulated practice; students worked alone while the teacher monitored their work. The five-step writing strategy, which was displayed on a board in front of the room during the session, was as follows:

First, students should ask themselves what should they do? Which topic would they choose to write about? Second, students should write down their ideas about the topic. Third, they should pick the main ideas. Fourth, they should plan the paragraph. Last, students should write down the main idea and the other sentences.

Four different types of paragraphs are usually covered during the instructional program; five sessions are in general devoted to each paragraph type. The four types of paragraphs are the following: descriptive, it discusses objects, events, persons, or places (e.g., describe a bird); informative, it conveys information effectively and correctly (e.g., write about something you like to do after school); narrative, it contains events sequenced from beginning to end (e.g., tell a story about visiting a friend or relative); and narrative descriptive, it sequences steps in the correct order to perform a task. The daily content coverage is the same for each of the four types of paragraphs: session 1—strategy steps 1, 2, and 3; session 2—strategy step 4; session 3—strategy step 5; session 4—review of entire strategy; session 5—review of entire strategy without the modeled

demonstration. Teachers deliver feedback to each child privately during self-regulated practice with such statements as, "You're learning to use the steps," and, "You're doing well because you followed the steps in order." To ensure that feedback is credible, teachers provide feedback contingent on the child using the strategy properly. This goal- progress feedback is different from performance feedback, which all children receive (e.g., "That's a good idea to include in your paragraph," "You need to write it---)." An important aim of these projects is to determine whether students would maintain their use of the strategy over time and apply it to types of paragraphs not covered during instruction. Maintenance and generalization are facilitated in several ways. The progress feedback is designed to convey to students that the strategy was useful for writing paragraphs and would help promote their writing achievement. By teaching the same strategy with four types of paragraphs, teachers show how it is useful on different writing tasks (Zimmerman, 2000). Finally, the periods of self-regulated practice provide independent practice using the strategy and built self-efficacy. Succeeding on one's own leads to attributions of successes to ability and effort and strengthens self-efficacy. These results show that modelling, practice, and feedback, combined with learning goals and evaluations of strategy effectiveness, move students to a self- controlled level, and give them the chance to self-evaluate their learning. The level of goal achievement should be stressed, whether knowledge of the subject was improved and the effectiveness of strategies being used (Horner & O'Connor, 2007).

Modeling of Instructional Strategies

In summary, modeling is one the most recommended procedures for teaching self-regulation (Graham, Harris, & Troia, 1998). Steps taken in planning controlling execution,

distributing cognitive resources and reflecting on what has been done can be assimilated by students as they observe the teacher or other peer models perform them (Zimmerman, 2003). The use of Schunk and Zimmerman's model offers a comprehensive framework that enables students to do something to change or modify their context (Zimmerman & Schunk, 2001).

Designing Self-Regulated Learning Tasks

Perry, Hutchinson, and Thauberger (2007) discuss how teachers can be mentored to design tasks and develop practices that foster self-regulated learning in reading and writing. They analyzed language arts lessons to determine the extent to which student teachers' tasks and practices created opportunities for students to engage in self-regulated reading and writing. The authors analyzed the observations of these language arts lessons and their results showed evidence that mentoring of student teachers results in the teachers' performing practices that supported engagement of self-regulated reading and writing. In a qualitative, multiple case studies, Hilden and Pressley (2007) describe the challenges and successes of teachers who participated in a year-long professional development program to improve teachers' practices in comprehension instruction. Moreover, a mixed-method study attempts to provide insights into inter- and intra individual patterns of academic self-regulatory use. A meta-analysis of 18 studies examining SRSD model in the area of writing from 1985-2002, illustrates the empirical support for using SRSD with students who struggle in writing (Graham & Harris, 2003). Results of Graham and Harris' (2003) meta-analysis indicated that SRSD effects are maintained after intervention and that students' achievement improved.

Schunk and Rice (1993) examined how explicit feedback with process goal orientation benefited remedial readers who had low comprehension skills. In this study, modeling was used to teach the strategy in combination with the verbal feedback that linked the students' improved performance to the strategy used to pick the main idea from the passage. In this study, the learners' self-efficacy and skills showed improvements from the combined conditions. The combination led the learners to believe that they could improve their reading comprehension. Modeling was used to teach the strategy and students were able to develop self-regulatory competence in strategy application at the self-controlled level. Further information that poor readers benefit from strategy usefulness was obtained in a study by Shunk and Rice (1993). They found that reading comprehension benefits from procedures that combine modeling with information about strategy usefulness and efforts to internalize the strategy. Students who received overt instructions in locating main ideas, where the teacher modeled verbalizing the strategy's steps as the learners performed them showed progress. On the other hand, another group of students were asked to fade their overt verbalizations to covert speech. This shift helped students to internalize the benefits of the use of this strategy and enhanced the students' achievement dramatically (Zimmerman & Schunk, 2007). Research shows that many teachers need support to develop self-regulated readers. One of the most important aspects of self-regulated reading is using and monitoring appropriate strategies (Eilers & Rogers, 2006). Without considering metacognitive skills as an essential part of instruction in reading, students would not emerge as self-regulated learners. These strategies were introduced gradually. The students were first introduced to the use of prior knowledge to make text-to-self-text-to-text, and text-to-world connection. The next strategies introduced were predicting and

using prior knowledge. Finally, students were taught to use sequencing important details of the text. Moreover, these explicit instructions of the strategies followed a pattern: Introduction of a strategy and modeling of the strategy by the researchers in the whole group settings while the small groups monitor the guided practice of these strategies. These findings convened on the improvement of reading comprehension (Zimmerman & Schunk, 2007).

According to Clay (1991), a reading strategy is something that cannot be seen. It is some activity in the head. The term strategy is used to signify a mental process and strategic activity to denote behaviors that are observable representations of these mental strategies. Since one can not see strategies, teachers face difficulties in teaching the strategic activities and behaviors. Clay (1991) views literacy from a developmental perspective, in that learners are changing overtime within their context. They become self-regulated and developed -what Clay calls a self-extending system. Most students progress on this journey of learning from the unknown to the known with proper instruction and guidance from teachers and parents. Unfortunately, many students struggle on this journey, fall behind their classmates, and are in danger of dropping out (Horner & O'Connor, 2007).

Conclusion

Theory and research summarized in this chapter suggest that to build students' self-efficacy teachers should ensure that students should expose students to expert and peer models and should provide progress feedback to insure that they are performing their task independently. The objective of guided and autonomous practice is that the responsibility

or control, of initiating, applying and evaluating the strategies be transferred from the teacher to the student (Schunk, 2001).

The methodology used and discussed in chapter three would provide evidence for the validity of transferring the theoretical construct of self-regulation from educational psychology to the area of second language acquisition (Tesng, Dornyei, & Schmitt, 2006).

Chapter Three

Methodology

Introduction

Implementing Self-Regulated Learning (SRL) practices in the Second Language classrooms is somehow a vague concept to many ESL teachers. Previous research (Printich, 2000; Reynolds & Miller, 2003) paid little attention to questions concerning the knowledge needed to create high-SRL environments, and how instructions need to be to influence students' SRL positively.

Achievement of significant, self-regulated learning requires both will and skill (Blumenfeld & Marx, 1997; McCombs & Marzano, 1990). For this reason, education should help students to be aware of their own thinking, to be strategic and to direct their motivation toward valuable goals. The goal is for students to learn how to reflect and evaluate their learning (Zimmerman & Schunk, 2001).

Most of the research (Corno, 2001; Zimmerman, 1998, 2001, 2002) agrees that the hypothesized theoretical model had a good fit with the data. In this current investigation, the researcher believes that there are challenges that ESL teachers will face to achieve self-regulation. This process demands time and energy to improve the students' active participation in learning from the metacognitive, motivational, and behavioral point of view (Zimmerman, 2001). Moreover, to have this paradigm shift, teachers need strong leadership support, and various professional development programs prepared under the umbrella of educational reform from administration and schools. The application of self-regulation is apparently limited in ESL classrooms and has to be replaced by a new paradigm.

To achieve this goal, the researcher conducted a thorough search in this domain. Interviews and observations of language arts lessons were analyzed in this study to determine the extent to which teachers' tasks and practices created opportunities that supported development of and engagement of self-regulated learning environments in reading and writing language art classrooms.

Research Design

The research design used in this study is both descriptive and analytical. It is based upon Zimmerman's and Self-regulated Strategy Development (SRSD) models (Graham, 2006). Detailed narrative descriptions of observations and interviews done in the ESL language art lessons were analyzed to determine the degree to which teachers' tasks and practices created opportunities for college students to engage in self-regulated reading and writing. Moreover, recent reviews devote relatively little attention to recent qualitative work (Coker & Lewis, 2008).

Sample

The sample of the study is intensive English college teachers in Beirut teaching at three universities. The sample is homogeneous to some degree because all teachers are college instructors teaching in ESL Recovery Programs. The names of the teachers participating in the study and the name of the universities are not revealed: only pseudonyms are used. Bell (2005) stated that confidentiality and anonymity are integral part of ethical considerations in any research.

Instruments

The two instruments used to collect data are classroom observations and individual interviews of the same participants. These qualitative instruments helped the researcher obtain data about various practices that are associated with high SRL environments in the ESL classrooms. Besides, the collected data enabled the researcher to look for evidence that modeling of instruction is a teaching method that would enhance SRL in reading and writing.

Characteristics of the Used Instruments

For this project the researcher used open-ended interviews and classroom observation of ten L2 college teachers who have been teaching English for many years in different universities.

Classroom- Observation

Using the protocol Perry (1998) developed, the researcher observed three classrooms for nine times in different intensive classes as a non-participant observer (Fraenkel & Wallen, 2006). During these visits, the researcher took extensive field notes to keep anecdotal record of "what is going on" in the classrooms (see appendix C) for samples of teachers and students speech on particular facets of instruction and task completion. Finally, this protocol calls for listing conceptual categories that are associated with high verses low SRL environments. Later, the researcher uses these categories as coding schemes to have evidence from each observation.

The researcher's observations were limited in number and may be limited to the extent to which they reflect what occurred in these language art lessons. The researcher did not expect students to be engaged in SRL tasks all the time. Therefore, it is possible that the

researcher missed examples of promoting SRL examples (Perry, Phillips, & Dowler 2004; Perry, Phillips, & Hutchinson, 2006).

Interviews

The researcher used standardized open-ended interviews as a second method in qualitative research (Fraenkel & Wallen, 2006). The researcher used standardized open-ended interviews where the exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in order. Questions are worded in a completely open-ended format (see appendix B) to increase the comparability of responses, permits evaluation users to see, and facilitates organization and analysis of the data. No matter what kind of interviews the researcher conducts, results are not enough since they might be interpreted subjectively according to the interviewer (Cohen, Manion, & Morrison, 2000).

The researcher conducted three interviews. There is no authorized way of undertaking interpretative analysis with transcripts of open ended interviews. Yet, this qualitative approach is selective in that two researchers may notice different things about a stretch of talk or provide different interpretations of utterances. There is also a danger of unintended bias, in that the researchers may notice features of talk that support a point they wish to make and ignore counter evidence (Swan, 2001). However, using open-ended interview questions would provide the researcher with the opportunity to share the research question under investigation. The questions were implemented in a way to encourage the interviewee to elaborate rather than to take a stand. This interview is the first stage of analysis. It involves certain categories the researcher has in mind. The data collected at this

stage would be a simple way of documenting issues that come from the researcher upon his or her initial encounter of the text (Smith & Osborn, 1999).

For this reason, the researcher used content analysis which is another method that is extremely valuable in analyzing observation and interview data. Content analysis method is used to compare the same categories found in both the standardized open-ended interviews and the observations of the same participants in their classes. The researcher listed three conceptual categories (derived from theory and research) that are associated with high SRL environments, including: (a) modeling of instructions, (b) instrumental support from the teacher, and (c) non-threatening evaluation.

Later, the researcher produced a summary table for content analysis in the interviews and observations to record the manifest content the participants used in their interviews and in their language art classes. In coding the manifest content of the same categories for the same participants has the advantage of ease of coding and reliability of results (Fraenkel & Wallen, 2006). The researcher approached integration of the following categories into themes (Perry & VandeKamp, 2000) and analyzed summary tables as evidence for replication of results. This method is a useful one because it is often used in conjunction with other methods, in particular in analyzing observation and interview data.

Data Collection

Recording the standardized open-ended interviews and taking extensive field notes in three different universities in Lebanon was very time consuming and tiring. Yet, these interviews examined the difficulties that all second language teachers faced during their reading and writing instructions.

Ethics

Permission was taken from the participant teachers before the interviews and the observations were conducted. Moreover, participants were informed that they were not obliged to answer the questions during the interview, and the researcher explained to the participants the real purpose of the research conducted (Cohen et al., 2000).

Validity and Reliability of the used Instruments

The validity and reliability cannot be adequately measured in qualitative research. There is no certainty in the replication of the results in a wider context. The moods and responses of human beings (the participants) may change with time. However, the researcher tried to improve the validity and reliability of the data by comparing the categories of both the standardized open-ended interviews and the classroom observations. The researcher used more or less consistent categories in classroom observations and open-ended interviews as means of enhancing reliability (Fraenkel & Wallen, 2006). However, classroom observations were limited in number which may be a barrier towards reflecting effective SRL environments implemented in these language art classrooms. Therefore, it is possible that the researcher missed examples of how teachers could promote SRL tasks in reading and writing (Perry, Phillips, & Hutchinson, 2006).

Conclusion

This chapter discussed the methods used in collecting data. Besides, it revolves around how the researcher is going to replicate the results by using the same sample, same categories in order to achieve reliable evidence of these findings.

In the next chapter, the researcher examines anecdotal records of language art lessons for evidence that students are engaged in complex reading and writing tasks and supporting the students' development of SRL. In the entire researcher's coding, the main concern is to look for evidence in the three coding categories that modeling of instruction enhances self-regulating learning environment in the ESL classrooms.

Chapter Four

*Description and Analysis of Data**Introduction*

In this study, the researcher reports that the results obtained. First, the researcher summarized the data from open-ended interviews of language art lessons. The researcher tried to address the following question: To what extent college teachers incorporate modeling of instructions in their ESL classrooms to support self-regulated reading and writing. Second, the researcher provided a detailed narrative description of three open-ended interviews and two classroom observations to elaborate on what kinds of tasks and practices enhance self-regulated reading and writing.

Were Teachers' Tasks and Practices Supportive of Self-Regulated Reading and Writing?

In this aspect, the researcher conducted three interviews. The transcriptions (In appendix B) describe in depth the interviews between the teachers and the interviewee in educational settings. The interview data comes from issues and concerns that language teachers share in common. They also suggest ways and comments to solve their issues. The transcription is interpretive in its divisions into lines and stanzas. Each stanza is made of a set of lines about a single minimal topic, organized systematically to hang together in a particular way of thinking to elicit a theme or category of self-regulated learning. The stanza in each interview takes a particular perspective on character, action claim, or piece of information.

In stanza I the interviewees are very relaxed in answering general questions that everyone expects and these questions are generated so that the participants show level of confidence

to continue with the interview at ease (No significant gestures). The interviewees used (eh, and ah) many times to give themselves time to think. Moreover, the interviews contain words that are repeated many times which create a reference chain, such as the word models, motivation, and support. The degree of interaction between these kinds of chains is expressed by the notion of cohesive harmony and text familiarity between the researcher and the interviewees that make them of equal frame of reference.

From these interviews, the researcher produced a summary table for content analysis. The researcher organized the data into three categories. This summary table should reflect the meanings that structure the interviewee's account rather than the researcher's expectations. The researcher also approached integration of the following categories into themes.

In these interviews (see appendix B) the Cluster is as follows: Enhancing self-regulating learning environments

Interview I

The first category:

***Modeling of instruction:**

----- Write a model --	Stanza IV line 48.
---- model on board -----	Stanza IV line 52
--- similar paragraph -----	Stanza IV line 53

The second category:

* Support from the teacher

----- encourage ----	Stanza IV line 57
-----some feedback----	Stanza III line 24
-----like having a twist to the same question---	Stanza VIII line 126
-----this kind of support-----	Stanza VII line 115
-----is more experienced than they are-----	Stanza VII line 111

The third category:

* Non- threatening evaluation:

-----like between me and them-----	Stanza IV line 51
-----to write more, and -----to keep a journal or a diary--	Stanza IV line 57
-----we correct them orally, and the students	Stanza IV line 55
-----get their own <u>feedback</u> this way ↓.-----	Stanza IV line 55

Moreover, the researcher examined anecdotal records of language art lessons for evidence

that teachers were engaging their classes in complex reading and writing tasks that supported SRL. In all the coding, the researcher looked for these three categories: Modeling of instruction, teacher support, and opportunity for self non-threatening evaluation.

From these categories the researcher inferred the themes related to the research question from the participant's account rather than the researcher's expectations and evaluations.

Moreover, the above summary table presented in this analysis of the interviews and classroom observations would approach integration of these categories from the research data. Then, when the researcher looked at the interviews it made sense to look across the entire data to obtain a more understanding of the research question. The integration of these categories should generate a master theme, which is how to enhance self-regulated learning environments through modeling of instructions. This theme would capture the results with illustrative quotations from the interview as previously done. More validity is added to the data by including a table showing the relationships between the categories and the major theme or cluster. The presentations of results were organized around the major cluster that emerged from the analysis (Perry & VandeKamp, 2000).

The text of interview 1 contains words that are repeated many times which creates a reference chain; such as models in lines (41, 42, 44), the word motivation in lines (12, 11, 14, 22, 62), and the word support in line (24, 30, 48, 53). The degree of interaction between these kinds of chains is expressed by the notion of cohesive harmony and text familiarity between the researcher and the interviewee that make them of equal frame of reference.

Interview II

In interview II, the Cluster is as follows: Enhancing self-regulating learning environments

The first category is:

*Modeling of instruction:

---- model mentally -----

Stanza V line 42

The second category is:

* Support from the teacher

-----some feedback----	Stanza III line 23
----encourage-----	Stanza III line 30
----encourage-----	Stanza III line 62

The third category is:

*** Non- threatening evaluation:**

-----step by step-----	Stanza IV line 36
-----assistance -----	Stanza VI line 53
-----release their anxiety .-----	Stanza IV line 60

Describe challenges to data analysis

These challenges were highly stressing. The Key made the transcription process more appealing because it follows a systematic procedure in transcribing the interview. Moreover, by explaining how modeling enhances learning, the instructor supports the model used when transcribing the interview.

In the first stance, the text is a product of a close viewing by audio taping the interview, thus enhancing its truth or reliability as a record according to the co-operative principle which is of quality (being true) one of Grice's maxims (Carter, Goddard, Reah, Sanger & Bowring, 1997).

Question 5 of the interview indicates if the teacher has any idea regarding SRL strategies in her classes. Question 6 provides validity checks for the category of using modeling of

instructions in teaching SRL strategies. Question 7 helps in determining social support from the teacher to enhance students' self-efficacy and motivation.

There may be a question as to validity depending upon how the questions are asked. The way they are asked may affect the answers. An attempt has been made to state the same question in stanza IV and stanza VI as probing question line (83). Moreover, the summary table presented in the analysis of the interview approaches the integration of these categories from the interviewee's data. Thus, when the researcher looks at the interview it makes sense to look across the entire data to obtain more understanding of the research question. The integration of these categories should generate a master theme, i.e., how to enhance self-regulated learning environments through modeling of instructions. Hearing the interpretations of the interviewees is very helpful if done after every interview. Since the concepts of validity and reliability are very basic in research, they apply to the responses the researchers receive according to the interview questions. A strategy, known as member checking, is followed to check and to enhance reliability and validity. In this strategy, one or more participants are asked to view the accuracy of the research report. The researcher showed the notes and the report to the coordinator. The purpose behind showing the report was to check whether the data is convenient of what really happened, and if the information collected infers such results. Furthermore, the themes inserted in the diagram are a summary of the results. Fortunately, the colleague checking the report and analysis of the data was positive and agreed on the drawn conclusions. Moreover, these interpretation and recommendations made the researcher aware that modeling of instructions would enhance the self-regulated learning environments for both novice learners and advanced ones.

Interview III

In this interview the Cluster is as follows: Enhancing self-regulating learning environments

The first category is:

*Modeling of instruction:

----get a sample paper----	Stanza IV line 35
----previous peers did ----	Stanza IV line 36

The second category is:

* Support from the teacher

-----should be supported-----	Stanza VI line 44
----- advice -----	Stanza VI line 47
----- Support-----	Stanza VII line 53

The third category is:

* Non- threatening evaluation:

-----their own feedback-----	Stanza III line 28
----- previous peers did-----	Stanza IV line 36
----- individual conferences-----	Stanza VI line 49
-----face to face feedback -----	Stanza VI line 46

How Did Teachers Support SRL Through their Tasks and Practices?

The extracts (see appendix C for all extracts) of the two classroom observations offered strong support for SRL. These practices show how teachers' instructional methods vary to create opportunities to make choices, control challenge, and engage in non-threatening self and peer evaluation.

What has caught the researcher attention in the observations coded for two weeks is that the Recovery teachers in the Intensive Programs used a variety of methods, such as modeling, explicit teaching, prompting and praising to help struggling readers and writers become self regulatory. The teacher teaches what students need to learn to progress to join regular classes. Although the type of the interactions between the student and the teacher did not change throughout the program, what really has changed is the problem solving done by the students and the strategies that the student is called upon. The book the teacher used was mainly set up for this purpose. The book taught students skills that they need to improve their reading and writing skills. For example, while the teacher was explaining the inference skill, instructions were made by the teacher to guide the students and model how inferences can be inferred from the paragraph they have read in class. Then, students try to emulate the teacher in another paragraph. Moreover, the teacher extended teaching students higher order thinking by using critical questions and complex tasks. For example the teacher asked them, "What do you think the author is trying to say about the Thrower?" "Why did the author called him like that? What do you think would happen? After reading the first part of the story, the teachers' questions forced the students to express their opinions by using inferences from the text and behind the text in relating the text- to the

world. Such as "How could a thrower be blind and seated in the hospital? Why can't the thrower move now? Have you ever witnessed such an incident? Tell us about it?"

Moreover, the teacher used discourse analysis when trying to link rhetoric questions such as "Is he spying or observing?". The teacher explained whether it is ethical to spy even among doctors or not. Students in the program had opportunities to evaluate their learning throughout every chapter. On Friday session, the teacher asked 'Who can tell what happened in our previous lesson?' The teacher repeated the following question more than once "Where have we heard that before?" This required question by the teacher made students reflect on what they had learned previously during their program. These reflections created opportunities for learners to evaluate and control their learning that will finally lead them to internal sources of what they have learned before. The teacher was trying to give specific feedback in a non-threatening situation for the students thereby strengthening their self-control level of self-regulation and their self-efficacy (Perry, Hutchinson, & Thauberger, 2007).

The teacher asked the students to follow the power point organizer and read the story again to fill the map in groups. At this point, students were motivated and gave instant responses during the session. In this aspect, teachers discussed some metacognitive strategies which were appropriate to this task. However, to engage students in self-regulated reading and writing, teachers should design open tasks to support SRL (Perry, Hutchinson, & Thauberger, 2007). In this respect teachers should have asked students to write about any person who had experienced or read about a similar problem.

Every time before the session ends, the Recovery teacher offers students challenging tasks such as reading or writing an essay. On another occasion, teachers offer learners a take

home exam. In this respect, teachers are helping students to acquire self-regulation. Tasks that are challenging to students will motivate them and stimulate students' engagement. Beginning with tasks that a student can accomplish will immediately provide students with opportunities of success. Students are likely to be persistent in their efforts while completing increasingly difficult tasks. Another way to assist students with challenging tasks is to identify methods students can use in problem solving. For instance, modeling skills in comparing / contrasting, using analogies, and paraphrasing can all encourage students to take responsibility for their own learning (Cooper, Horn, & Strahan, 2007). In other sessions, the Recovery teachers modeled the use of writing strategies. The idea was to impress the struggled writers during their writing instruction. In this context, teachers conducted writing tasks making text-to-self connections while writing an essay. In this way, the Recovery teachers modeled the writing for the students where ideas were documented from the reading organizer. Later the students included these ideas in their essays in their portfolios. In these lessons, teachers drew the students' attention on how self regulated strategy development approach was useful in enhancing students' organization of the essay (Graham & Perin, 2007). In this specific choice of the text, teacher was actually able to implement the strategy of eliciting the main idea, in addition, to relating the text to self-connection of what is called TWA+PLANS without even knowing this strategy (Graham & Harris, 2003). Moreover, the proper choice of this text reported students' motivation and attention when modeling the strategies. The students were expressing their thoughts freely and generating ideas spontaneously. I think it is very important to have students practice the strategies with texts at their instructional level and with texts that promote students' conversations that lead to discussions especially about their lives.

During the observation, the Recovery teachers always modeled the strategy by using concept maps. These concept maps identify patterns students knew and practiced on different essays. Every essay has a map. For example, narrative essays have different maps than descriptive essays. Students drew maps for each type. Students in this manner identify patterns of an essay with diagrams. In this example, I noticed that learners are becoming conscious by using these models. Students are becoming active readers and writers through instructions that are modeled by the teacher, followed by student practice; meanwhile, the teacher was offering continuous and additional reinforcement of these skilled strategies instructions as needed by students. As students practice strategies in using these procedures, they would gradually become self - regulated. These struggling students not only would be able to execute the strategy, but would also know where and when to use it (transfer of strategies). Such instructions can produce large gains in students' achievement (Hilden & Pressley, 2007).

I believe the Recovery teachers did a great job of modeling the strategies by explicitly teaching when and how to use them. However, the main problem is that could these struggling students use the strategies independently later on?

Reading Recovery teachers are always considering how and what they are teaching today to promote self-regulated learning in their reading. They use a variety of methods such as modeling, explicit teaching, prompting and praising to help struggling readers become self-regulatory.

I believe teachers must become self-regulated strategy users themselves. This requires teachers to practice strategies when they are reading on their own. As teachers recognize the improvements in their reading and attribute those improvements to their self-regulated

Finally, teachers need strong leadership in terms of administrative support to improve students' reading comprehension. This support would be revealed in encouraging teachers to implement comprehension strategies throughout the core curriculum and to practice the use of these strategies in a fully self regulated way (Horner & O'Connor, 2007).

The data presented can be mentored to design tasks and develop practices that foster SRL among college students. Moreover, the researcher presented these findings from ESL classroom observations to assess their use of tasks that promote SRL environment in reading and writing.

In fact, this chapter reveals the outcomes and challenges that ESL teachers faced on implementing SRL skills in reading and writing. Although predetermined categories were derived for enhancing self-regulating learning skills were supportive to the literature review, these same categories enabled the researcher to be aware of other challenges that ESL teachers have to take into consideration to enhance SRL environment in the classrooms.

Supportive Environment

The participants of this study whether consciously or unconsciously agreed that students need support and encouragement to improve. These feedback instructions under different names such as 'conferences' and "you are following the strategy" etc. are primary to enhance students' achievement. Displaying different maps for reading and writing empowers students with effective skills to arouse a cozy atmosphere in the classroom. The students can refer to the model the teacher discussed in class to finish any task, moreover, self-efficacy is prevailed when it is connected with students' ability to achieve their target goal (Dweck, 1991). Thus, self-efficacy effects self-regulation among students who adopt

the theory of incremental ability; when teachers personalize their comments (Diab, 2005) it enhances students response and motivation. When teacher uses reading models to develop awareness of English language genres in writing, the students focus on these models, emulate them, and then they can personalize their own writing. Moreover, Grabe (2004) assures that reading and writing connectivity supports literacy and content learning. He suggests that students' success requires recycling, repetition, and a lot of scaffoldings practice in reading and writing of different genres to develop awareness of text structures and later on to enhance students' self-regulation. These results were hinted to during the interviews where the teachers implemented these maps during their reading lessons and extended the writing activity from this lesson. Teachers actually are doing these activities in their ESL classes without noticing that these instructional practices enhance SRL environments.

Non-Threatening Evaluations

The interviews and the observations revealed that self-monitoring is used among college students to monitor their progress in ESL classrooms. Teachers create tasks to promote this SRL environment; such tasks include "Recalling of what happened in the previous sessions"; "using text to self connections"; using graphic organizers, and journal entries. For example, the students record their comments, summaries, and what they have learned from any reading lesson using the KWL chart. When the teachers ask students about these activities students unconsciously are self-monitoring their progress, and self evaluating themselves while listening to their peers and confirming or adding responses they did not know. Thus, self-observation is a sub-process of SRSD model and Zimmerman's model. During this process, students are involved in vicarious learning monitoring their own

behavior. When using SRSD models, teachers help students set goals, use strategies, and use self-statements to encourage positive tasks. This is done when teachers used concept maps and label them explicitly with the students. These maps are then negotiable. Upon labeling these strategies in details, students use them for clarification, or teachers use them as rubrics or criteria for success in complementing any reading or writing tasks.

A second sub-process of non-threatening evaluation is the use of self-judgment. Students should decide which strategy best serve the purpose in a specific situation. In this aspect graphing is the best choice to be used as a powerful tool for self-judgments. For example, when the teacher assigned a compare-contrast essay, a model was given, students used maps to have a detailed explanation of the parts of the text, and how they are arranged. Moreover, the transitional sentences for this reading genre are modeled. Then, at that point, students are aware of using these maps to write a similar essay. Such classroom activities are done in ESL classrooms without using the SRSD model where some of the mnemonic devices are implemented such as using TWA + PLANS or using DARE. In offering such mnemonics students would use them as a criterion for evaluation. This strategy development model promotes student self-judgment and skillful performance.

The third sub-process is self-reaction. It involves non-threatening evaluation and responding to judgments of the students achievement (Zimmerman & Schunk, 1997). This process actually pushes students towards self-regulation where students feel responsible for their progress given the models needed. These findings, demonstrate improvements in the ability of students to be better readers and writers.

Although these results confirm that Zimmerman's Model and SRSD model can be transferred into educational settings, yet, ESL teachers have to take into consideration serious challenges to enhance SRL environment in the classrooms such as teacher attitudes, instructional decision making, assessment, timing in the curriculum, and concerns about professional development.

Teachers' Attitudes

Before teachers could become successful strategy instructors, they should share some belief and attitudes that these labeled strategy instruction would lead towards self-regulation. Some teachers did not accept the idea that self-regulation enhances students' achievement. Their attitude was very repulsive during some interviews. Though while using the predetermined categories, it was revealed that these instructions were being used in their classrooms without noticing the methodology. Thus, it is difficult sometimes to convince reluctant instructors to teach a recommended approach (Hilden & Pressley, 2007).

Instructional Decision- Making

The biggest challenge that faces teachers during their instructional decision making was how to assist students into the self-control level of self-regulation. They all agree that modeling of instruction is understood by students, but the problem is how to make them use these explicit strategies independently in reading and writing. Some instructors resort to recycling these strategies by using different activities such as summarizing, graphic organizers, drawing maps, or even journal entries. This continuous scaffolding or guidance served as a step to self control level.

Assessment

Many teachers are concerned of how to test if their students are using the strategies in reading and writing. Any student can write an essay without using these strategies and can do a good job. Some teachers even mentioned during their interviews that professional students do not need to tell them about these strategies at all. In this respect, informal assessments during classroom instruction may work. Coker and Lewis (2008) point out that portfolios offer some solutions to several of the limitations of relying on one single writing assessment to evaluate students' essays.

Timing in the Curriculum

Lack of time to finish the curriculum is the concern of every teacher. Teachers are worried that if they do not finish the requirements of the program, students would have deficiency in their skills. Moreover, they are afraid if they would change, others would not and they would do it alone. This kind of instruction needs to be consistent across grades.

Professional Development

Finally, to enhance self-regulated learning environments, students are required to accomplish complex tasks in reading and writing. This can only happen when teachers themselves uses these strategies explicitly. In this study, I found that if teachers have supportive administration, they would not mind taking ample time in preparing this approach in their ESL classrooms.

Conclusion

These results highlight the expected outcome relevant to the literature review; in addition, it shows the challenges that ESL teachers might face during implementation of the conducted study.

Chapter Five

*Conclusion**Summary and Conclusion*

This study examines how ESL teachers can mentor their classes to design tasks and practices that foster SRL among college students. These findings from classroom observations and teachers' interviews of language arts activities reveal the intensity of how such tasks could support students' self-regulation in reading and writing. These classrooms' practices whether being implemented by ESL teachers or not, expose teachers to new methodologies and approaches to be aware of when teaching English as a foreign language. SRL researchers have paid little attention in how classroom practices could create SRL environments and how SRL instructions could influence students' achievement positively.

Suggestions for Application

One suggestion is to ensure that students acquire self-regulation skills, so they must be taught and allowed to practice them. Teachers should teach self-regulation strategies along with content so that students understand when and how to apply these strategies. For example, while using literary analysis text, a teacher would model on one sample passage a strategy for finding similes, metaphors, irony, foreshadowing and the like.

Another suggestion is that environments need to accommodate to differences in students' self-regulation skills. Like other cognitive skills, students differ in their use of strategies. Some may need teaching in basic strategies whereas others may be proficient. Some

students may need additional instruction on writing strategy revision. Thus, scaffolding through the SRSD model and other models in the classroom could help teachers in tailoring their students' self-regulation by placing them in small --groups according to their needs.

When exposing self-regulated students to successful models and providing them with encouraging feedback, opportunities of success would ensure students with self-efficacy. Teachers then incorporate these sources of self-efficacy information into classrooms by teaching self-regulation strategies to use during reading and writing activities, employing adult and peer models, and providing progress feedback. When using models, this would increase the likelihood that students will perceive themselves similar to at least one model (Zimmerman & Schunk, 2007).

I think Zimmerman's model is effective for teaching self-regulatory skills. It aligns well with a typical instructional sequence because it progresses from modeled demonstration to guided practice and then to independent practice. By linking self-regulatory strategies with instruction and allowing students to practice self-regulation skills, teachers provide an integrated instructional method that will benefit students.

Limitations of the Study

The researcher's observation support claims that teaching toward SRL requires the implementation of a careful combination of "components, characteristics, and procedures enacted by reflective, analytical teachers in meaningful environments"(Wong, Harris, Graham, & Bulter, 2003, p.338). Moreover, teachers need time to move beyond survival and curricular concerns to considerations of students' needs and abilities. In reality, teachers' education programs should include SRL content in their core curriculum to

increase high self-regulated learning environments and high self-regulated teachers who would enhance self-regulating approaches to learning. Moreover, preservice teachers and content –area teachers as well should be informed of the latest effective instructional method in reading and writing. This could be done by exposing teachers to professional journals or conferences and having continuous teachers training to improve teachers' education (Hilden & Pressley, 2007).

Further Steps

Teachers need strong leadership in terms of administrative support to improve students' reading and writing SRL. This support would be revealed in encouraging teachers to implement comprehension and writing strategies throughout the curriculum to practice the use of these strategies in a fully self regulated way (Horner & O'Connor, 2007).

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Appendix A:

Standardized Open-ended Interview

Pre-planned questions:

- 1) How long have you been teaching?
- 2) Do you follow a certain method in teaching reading and writing?
- 3) What do you do if you are teaching a topic in reading and writing for the first time?
- 4) If you have novice writers and readers in your classroom, what do you do to enhance their reading and writing skills?
- 5) Do you follow any strategy in teaching reading and writing? What are these strategies?
- 6) What do you think about using models in teaching reading and writing? Do you think they are useful?
- 7) How do you feel about disregarding social support and apprenticeship in teaching?
- 8) To what extent are you anxious about you students' achievement?

*Appendix B***Interview 1**

Transcription of the Interview (Text 1)

[Interviewee is abbreviated to "I" and teacher to "T"]

(General Setting: Interviewee and teacher are sitting face to face at a wooden desk. The tape-recorder is positioned to audio their exchange).

Interviewer's indication of intention

The transcription symbols used for the oral semi-structured interview in this paper are as follows:

- Use **full stops** (.) in round brackets to indicate a pause of a half a second.
- An abrupt (-) cut off or self interruption of the sound in progress.
- Voiced hesitation are marked (**Uh, Um**)
- Pauses are marked with dots ----
- Stressed words are underlined
- Kinesics signals are italicized inside round brackets.
- Prosodic and paralinguistic features(such as intonation) are indicated by ↑
rise of intonation .
- To indicate simultaneous speech with a square bracket. [
- (()) editorial comments, transcriptionist's description.
- > < delivery at a quicker pace than the surrounding talk.
- Sound Stretch: we use the colon to indicate that the prior sound is prolonged.
- This symbol ↓ followed by a period is used to indicate a falling intonation at the beginning of the sentence and when it ends.
- An exclamation mark indicates an animated tone; it is followed by a period, which indicates the ending of a sentence.
- When a sentence/group of words is spoken in a fast tone, then we put x's under the words or sentences.
- The sign = is used when the two speakers talk one after the other without interrupting one another

- Question marks are used for all rising intonations followed by a period, they are used at the beginning of the sentence and when it ends.

Interviewer indication of intention

1. T.> <Hello Miss X, I want to interview you and ask you some questions.
2. Interviewee: Hello Miss

Stanza I

3. T.> <: The first question I would like to ask you: **How long have you been teaching?**
4. I : I graduated in 1985 . I taught at X and now X.I have been teaching since I got my BA. years.(Ah--) .Let me 5.explain: ↓ ummm I guess yeah, It is my 23rd years of teaching in the Intensive programs(.) I was teaching English as a second foreign language to students aged between 17 and 19. (Eh--). And for the past 6 years I've been teaching here at X and now called X University, so this is my 20 th year ↓.

Stanza II

9. T: > < **Do you follow a certain method in teaching, reading, and writing?**
10. I : (Uh, Um)The most important thing I think about teaching (pause) --- is to make
11. my students interested ↑ about what they are learning, if they like what they are
12. learning they are going to be motivated !. ((took a breath in)) but ummm (-----) .In this
13. aspect I follow variety of methods. I believe we are not a reading nation. 15. So, -----
14. I motivate my students by using a lot of strategies to arouse their curiosity.

[Oh, yes-----]

Stanza III

19. T: **What do you do if you are teaching a topic in reading and writing for the first**
- 20 **time?**

21. I: What I always ↑ do before every lecture, I research it. I get several sources, several
 22.background, and (pause). I make up a list of questions to arouse the students' curiosity.
 23.So, I start with asking questions in class and getting **some feedback** from the students,
 24.and then I give them my own feedback, and it's always an interactive↑ class.

[Interrupted]

25. T: [Let's say **these students are not interacting, what do you do for them?**]

26. > <? I am a very active teacher. If students are not responding in my class, ((nodding
 27.her head)), I start teaching them the basic skills!. (Um)

28? Now (-----) I won't tell that most of my students are interacting with me. ><You
 29.always have some students who are irresponsible. I am a university teacher, I
 30.**encourage** the weak students who are really working hard, and I am really indifferent
 31.with the careless students.

32.T: = [Oh, yes----]

Stanza IV

33. T: = > < **If you have novice writers and readers in your class, what do you do to**
 34..**enhance their reading and writing skills?**

35. We start with the basics, yes, so ----- you know, I always give them the basic skills.
 36. > <We usually start step by step! So::: teaching novice readers and writers is the most
 37.challenging jobs to the teacher. It requires the teacher's creativity to put these novices
 38.students at the correct track. I always teach them one skill↑ at a time. Then, later on
 39.our students will meet us half-way by the end of the intensive course.

Stanza V

40.T= **What do you think about using models in teaching reading and writing?**

41. **Do you think they are useful?**

42.I: = Models are helpful for novice readers and writers mentally but not on papers > <

43.When you are dealing whether with novice or advanced students ,you need to teach

44.them mapping ::because they do not know how to differentiate among the various

45.parts of the selection They do not recognize the structure .Fore example, what's the

46.main idea is all about, where are the supporting details, the concluding sentence .

47.What is the function of a topic sentence, how we write a coherent paragraph! So for

48.novice writers, yes!! I guide them step by step. And I give them writing skills in

49.details, but for advanced students I teach them the whole thing globally and not in

50.parts.

Stanza VI

51.T:= **How do you feel about disregarding social support and apprenticeship**

52. **in teaching?**

53.I:= I disagree?? I feel that a lot of assistance should be donated to language learners.

54. (-) and the teacher's presence is a must, where the students can interact accordingly.

55.> < You know what I mean. ((did a tick sound)) ummm (-----):

56.T. [ehmmm]

57. I: =? [> <When you have weakness in writing, you detect their problem and you start

58.teaching them even the sentence structure to enable them to write a correct sentence. I

59.really believe in grammar. Though I teach process writing and the grammar rules, I
60.always refer to concept mapping to release their anxiety from being worried.

Stanza VII

61.T: =**To what extent you are anxious about your students' achievement?**

62.I try my best to help the very weak students,(-) I try to motivate them and encourage
63..them to use new strategies to help them. Yet, if they do not work hard it is their
64.problem. I try to teach them critical thinking, if they show improvement I celebrate it,
65.if not I would be indifferent to their carelessness as a university teacher
66.Any way, students should be responsible to their learning.

67..T= Thank you!! --- I really took part of your time. (.) I appreciate your valuable
68.interview.

69..I=: Never mind, you're most welcome.

Before the interview

The researcher chose Miss X to be her interviewee because she knew that she has been involved in the intensive program for teaching English as a foreign language for more than 20 years at X University. She has been an active participant in this domain. Moreover, Miss X is known by the researcher, so if the latter wants information for later use, Miss X will provide them. The interviewee is an honest and motivated person. The researcher was expecting from the interviewee to answer all the questions and to enlighten her with more ideas. The interview with Miss X facilitated the access to events and activities the

researcher could not directly detect because they occurred in the intensive classes the researcher does not teach. The researcher went to Miss X's office on Thursday, June 20, and talked to her: "Good morning, I am Mrs. S. and I need your precious time to have this short interview for my project. My research topic is about modeling of instructions and how it enhances self-regulated learning environments for college students in both reading and writing. I would like to get some of your ideas regarding the application of these instructions and strategies used at X. Of course, the researcher told Miss X that the interview will be for 15 minutes and recorded. The interview took place in the office of Miss X in the English Department, at the university. Miss X told the secretary to hold any telephone calls until the end of the interview.

The researcher checked the functioning of the tape recorder. She did not have the questions with her but points written down on paper in order to maximize the informal nature of the interview. The researcher started with general questions and then moved to more complicated ones. During the interview the researcher asked some probing questions that were not on the questionnaire outline because some times questions were spontaneous to clarify a certain point, and the researcher needed these answers as a rephrasing of the interviewee's ideas to make sure that the interviewee and the researcher have the same frame of reference. During the interview the researcher showed total respect for the interviewee in being an active listener and talking a lot. The researcher talked in a non-judgmental way in order to let the interviewee talk as much as she/he can and express herself/ himself freely without interruption, so as to collect more data. During the interview the researcher asked open-ended questions. More specifically, the type of questions included background or Demographic, knowledge, experience, opinion, feelings and

sensory questions. In addition, the researcher showed interest and enthusiasm during the interview because the topic is related to his/her field of interest. The researcher took notes during the interview to record gestures, pauses, smiles, and the feeling of surprise of the interviewee to remember every single act of the interviewee.

Interview 2

[Interviewee is abbreviated to "I" and teacher to "T"]

(General Setting: Interviewee and teacher are sitting face to face at a wooden desk. The tape-recorder is positioned to audio their exchange).

Interviewer's indication of intention

The transcription symbols used for the oral conversational text in this paper are as follows:

- Use **full stops** (.) in round brackets to indicate a pause of a half a second.
- An abrupt (-) cut off or self interruption of the sound in progress.
- Voiced hesitation are marked (**Uh, Um**)
- Pauses are marked with dots ----
- Stressed words are underlined
- Kinesics signals are italicized inside round brackets.
- Prosodic and paralinguistic features(such as intonation) are indicated by ↑
rise of intonation .
- To indicate simultaneous speech with a square bracket. [
- (()) editorial comments, transcriptionist's description.
- > < delivery at a quicker pace than the surrounding talk.
- Sound Stretch: we use the colon to indicate that the prior sound is prolonged.
- This symbol ↓ followed by a period is used to indicate a falling intonation at the beginning of the sentence and when it ends.
- An exclamation mark indicates an animated tone; it is followed by a period, which indicates the ending of a sentence.
- When a sentence/group of words is spoken in a fast tone, then we put x's under the words or sentences.
- The sign = is used when the two speakers talk one after the other without interrupting one another

Transcription of the interview

Interviewer indication of intention

1. T.> <Hello Miss Y, I want to interview you and ask you some questions.

2. Interviewee: Hello

3. T.> <: The first question I would like to ask you: **How long have you been teaching?**

4.I : The first 11 years I taught at RHS and I've been teaching for 16 years.(Ah--) .Let me

5.explain: ↓ ummm I guess yeah, the first 11 years I was teaching at RHS(.) and I was

6.teaching English, and French as a second foreign language to students aged between 14

7.and 17. (Eh--). And for the past 6 years I've been teaching here at Y and now called 8.Y

University, so this is my 6th year ↓.

9. T: > < **Do you follow a certain method in teaching, reading, and writing?**

10.I : (Uh, Um)The most important thing I think about teaching (pause) --- is to make

11.students passionate ↑ about what they are learning, if they like what they are learning

12.they are going to be motivated !. ((took a breath in)) but ummm (-----) .So whether it

13.is reading, writing, grammar, .comprehension, and vocab I don't care, it is always the

14.same method. I want to arouse their curiosity!

15. So, -----when I feel they are motivated I feel that I am going to have a nice class (--)

16.and they are enjoying learning English ↓. Although ((laughs)) students these days are

17.not really into learning the languages, they are a little bit reluctant for doing so---

18. (laughs). ((took a breath in)) but ummm (-----)

[Oh, yes----]

19. T: What do you do if you are teaching a topic in reading and writing for the first
20 time?

21. I: What I always ↑ do before every lecture, I research it. So, I look in the internet (----)
22.eh--- I get several sources, several backgrounds, and (pause) I make up a list of
23.questions to arouse their curiosity. So, I start with asking questions in class and getting
24.some feedback from the students, and then ↑ I give them my own feedback, and it's
25.always an interactive class. I hate it when a class is silent. I feel bored, and they feel
26.bored ((coughs)). I don't want that? and it never happens in my class. So, there is > <
27 always interaction, there is always discussions,? questions and answers, and whether
28.it is a new topic or not I am always prepared and I always ↑ bring up-to-date material.
29.I hate it when we rehash ↑ or give old material it becomes boring. They are bored, and I
30. feel bored.! :(Prosody)

[Interrupted]

31. T: [Let's say these students are not interacting, what do you do for them?]

32. > <? I am a very hyperactive teacher: my voice is quite high-pitched; I never have
33.this problem in my class, ((nodding her head)). The class is always lively! . (Um)
34? Now (-----) I won't tell that 100 of my students are interacting with me. ><You
35.always find two or three students who don't care about English, but it's ok↓ 36.((
nodding her head)).This is part of the job ↓ (-----) pauses.

37.T: = [Oh, yes----]

38.I. [= ↓ ummm I guess yeah .I would ask them about anything that is related to the
39.topic and that I believe they would be interested in ↓.

40? I won't ask them about things such as retirement homes in Florida, when I know they
41.are not interested in that.↑ I always ask about topics that are really interesting to
42.teenagers, young adults, and Lebanese young adults. > < Things that apply to our
43.society. Problems they face on daily basis ↓.

44.T: = [Oh, yes----- eh...! And added]

45. T: = > < **If you have novice writers and readers in your class, what do you do to
46. enhance their reading and writing skills?**

47. We start with the basics, yes, so ----- you know, I always give them the basic skills.
48. > < We usually write a model↑ on the board together! So ::: I get their ideas, their
49.feedback, and we write a paragraph concerning the topic at hand= because let's say we
50.are in class "2B"(-) every week we have a certain topic and this paragraph is written
51.like between me and them. It's not just me writing on the board. They give me certain
52.ideas! So::: I rephrase them. I correct their English. Once the model↑ is on the board,
53.they have to copy it, and then every Thursday they have to write a similar paragraph at
54.home and they come to class!. So----- We read the paragraphs together, we correct
55.them orally, and the students get their own feedback this way ↓. (-) Students these
56.days are not really into writing. ((took a breath in)) So, ----- we try our best to
57.encourage them to write more, and -----to keep a journal or a diary.

58.T: > < **Do you think this modeling of writing strategy is a good strategy?**

59.I:= ? Yes, I've tried it several times, and I've seen students changing from neutral, or
 60.negative, or passive, into active↑ students.> < The minute you talk to them about
 61.topics they're not interested in, they become more bored. [Interrupted]

62.T:= Stop listening [

63.I: = [Exactly.

64.I:= (-) And because I teach "Public Speaking" the skills that I use in this class, I
 65.always apply it in my classes!! So, eye contact, body language, the tone of my
 66.voice!! : I do so many things to make them motivated (()). [Interrupted]

67.T: = **Do you follow any strategy in teaching, reading, and writing? What are these**
 68. **strategies?**

69.I: =↓ Not really-----! I don't have any particular strategy-----; it all depends on the
 70.class and the level of the students. I mean the more, the more, proficient they are in
 71.the language, the more complicated the strategy would be. > < But in general, I guide
 72.them, I help them, and I always start by saying this: My mother taught me that, Life is
 73.a teaching process, Life is a learning process! (=)↑ , I am your teacher----right----- but
 74.I can learn from you as much as you are going to learn from me. So -----and that's
 75.why I say I make mistakes, you make mistakes. I'll make fewer mistakes than you will
 76.because I am more experienced? But, it doesn't mean I am perfect. > < If you make
 77.mistakes don't feel shy, don't feel embarrassed, and don't feel intimidated, I know
 78.that English might sound difficult to you , but most of the time I am here to help
 79.them.----- just pass these obstacles , to get over to,----- overcome these obstacles, the
 80.language barrier ↓.

81.T=: **What do you think about using models in teaching reading and writing?**

82. Do you think they are useful?

Interviewee: Sometimes yes. We talked about that. Sometimes they are especially for novice writers. When you are dealing with advanced students you don't need to give them models because they already know what a topic sentence is, what main ideas are all about, supporting details, the concluding sentence, what are the two functions of a topic sentence, how we write a coherent paragraph. So for novice writers, yes. I guide them step by step. And I give them writing skills in details, but for advanced students not really.

Teacher probing question: **what about advanced students, if they don't need these models, do you think they are going to use it because they already know it on their own and know their own way of writing?**

Interviewee: Some of my students are really advanced. They impress me and I challenge them with interesting topics and they become like they want to write. They want to tell me, in one class I still remember, I asked them to talk about their personality, and I asked them to write a short paragraph about 6 sentences. One of my students, Natally, she wrote like 2 pages she wanted to tell me about herself. I'd loved her reading it although, there were many mistakes. Everybody makes mistakes we are here to teach them how to correct their mistakes. But I'd loved reading about her personality because I felt she wanted to share every single detail about her with me and this is like a privilege relationship between me and my students. This is the bond.

Teacher: **How do you feel about disregarding social support and apprenticeship in teaching?**

Interviewee: Because I'm passionate about teaching, and the students feel it, and they interact accordingly. You know what I mean. When you give more heartedly they can feel it, so they give you back whole heart and this give and take for the past 17 years is very successful. Moreover, I try to help them as much as possible in class, but I'm always available during class hours, and they know my door is always open. So , even if I'm in a hurry, I always give a student 5 minutes of my time because I think these little tips or pieces of advice from someone who is more experienced than they are gives value to them and students always need a listening ear. They might not find it at home because sometimes their parents are overloaded with work, they don't listen to them. They come to me as an older friend, another sister, and I found that this kind of support, emotional, moral, psychological, it gives them a lot of support.

Teacher: **To what extent are you anxious about your students' achievement?**

Interviewee: My God! My God!

Teacher: Really! To that extent

I don't sleep. Students' achievement it is like they are my sons and daughters and I want them to succeed and I don't want any one in class to fail. So I try my best even for the very weak students, I try to motivate them and encourage them. And sometimes in the middle of the night, I would be sleeping, I swear I'm not saying this up, I wake up and turn on the light because I have an idea. I take a sheet of paper and I start writing up things I want to do the next day. And I always come up with new ideas, new strategies to motivate them, to encourage them, certain questions, like having a twist to the same question I asked before.

So I do a lot to encourage them, they are motivated. So, I found myself in teaching, I took it from my mother and grandmother.

Looking at the watch

Teacher: Thank you. I really took a lot of your time. I appreciate your patience.

Interviewee: Never mind, you're most welcome.

Transcription of the Interview (Text 3)

[Interviewee is abbreviated to "I" and teacher to "T"]

(General Setting: Interviewee and teacher are sitting face to face at a wooden desk. The tape-recorder is positioned to audio their exchange).

Interviewer's indication of intention

The transcription symbols used for the oral semi-structured interview in this paper are as follows:

- Use **full stops** (.) in round brackets to indicate a pause of a half a second.
- An abrupt (-) cut off or self interruption of the sound in progress.
- Voiced hesitation are marked (Uh, Um)
- Pauses are marked with dots ----
- Stressed words are underlined
- Kinesics signals are italicized inside round brackets.
- Prosodic and paralinguistic features(such as intonation) are indicated by ↑
rise of intonation .
- To indicate simultaneous speech with a square bracket. [
- (()) editorial comments, transcriptionist's description.
- > < delivery at a quicker pace than the surrounding talk.
- Sound Stretch: we use the colon to indicate that the prior sound is prolonged.
- This symbol ↓ followed by a period is used to indicate a falling intonation at the beginning of the sentence and when it ends.
- An exclamation mark indicates an animated tone; it is followed by a period, which indicates the ending of a sentence.
- When a sentence/group of words is spoken in a fast tone, then we put x's under the words or sentences.
- The sign = is used when the two speakers talk one after the other without interrupting one another
- Question marks are used for all rising intonations followed by a period, they are used at the beginning of the sentence and when it ends.

Interviewer indication of intention

1. T.> <Hello, Dr. Z I want to have an interview with you and ask you some questions.

2. Interviewee: Hello

Stanza I

3. T.> <: The first question I would like to ask you: **How long have you been teaching?**

4. I : I was a returning student like you , where I started my Doctorate Program in 1987.

5.I worked for my Master Program in the writing center as a graduate Assistant in 6.1985

.So; basically I started teaching in 1995. Then I taught from that date till now.

Stanza II

7. T: > < **Do you follow a certain method in teaching, reading, and writing?**

8.I : (Uh, Um) (pause) --- My Doctorate was about composition and Rhetoric and as I

9.came from the United States , ((took a breath in)) but ummm (-----) , we do not use a

10.particular method. Our tradition in Education made us exposed to various theories that

11.do not promote one theory or strategy. Ever since I taught university students in the

12.Intensive Programs, I always believed that it is important to provide students with a lot

13.of time to read then write because both skills have long processes with different

14.phases.

[Interrupted]

15. T: [Do you think reading and writing go hand in hand?]

16.I: = [Oh, yes----] . [= ↓ ummm I guess yeah .I would ask them to write about any

17.article we have discussed and read about, then they would write about what is related

18.to the topic and that I believe they would be interested in ↓.I really believe to be a

19.writer, you have to be a good reader. From my own experience at the US, I always ask

20.my students to write about their own experience, to write about anything that is
21.favorite to them. Moreover, I would ask students to read the articles related to the
22.topic in pairs, and afterwards write about it. For example, I would ask them to write
23.about immigration after being exposed to many articles about this topic.

Stanza III

24. T: **What do you do if you are teaching a topic in reading and writing for the first**
25. **time?**

26. I: What I always[↑] do , I start with asking questions in class and getting students'
27.feedback. In generating classroom discussions students share their ideas, and then
28.they pre- write their own feedback and ideas on papers, and discuss them among
29.themselves. Students are always interacting; there are always discussions, questions
30.and answers.

[Interrupted]

Stanza IV

31. T: **[Let's say these students are novice, what do you do for them? Do you write**
32. **a model for them?]**

33.T: = If there is a particular assignment, let's say a critique. I would use the example
34.that is in the textbook and I would ask the students to refer to it. I do not write a model
35.on the board. I just get a sample paper from the previous class and show the students
36.how their previous peers did it. I do this to make them familiar with this new
37.environment they are faced with. Students then would be relaxed and would refer to
38.these texts or examples if they are in trouble.

Stanza V

39.T= **What do you think about using models in teaching reading and writing?**

40. **Do you think they are useful?**

41.I: = No. I would use pre-writing, discussions, and pair-work.

Stanza VI

42.T:= **How do you feel about disregarding social support and apprenticeship**

43. **in teaching?**

44.I:= I feel strongly that they should be supported .In each classroom we have a large

45.number of individuals so the teachers and the students have limited time in class. I

46.personally like face to face feedback with every student alone where students who are

47.struggling have the chance to understand their problems and get the appropriate advice

48.accordingly.> < You know what I mean. ((did a tick sound)) ummm (-----):Individual

49.conferences are quite beneficial .

50.T. [ehmmm]

Stanza VII

51.T: =**To what extent are you anxious about your students' achievement?**

52.Well, I am anxious about my students' achievement. I feel that students should be

53.supported. It's part of the teachers' job. Being a teacher sometimes I am surprised

54.with my students' accomplishments and I feel worried about their progress. Any way

55.we teach the required academic writing.

56. It is really quite a fantastic job that has a unique relationship between the teacher and

57.the student.

58.T= Thank you!! --- I really took a lot of your time. (.) I appreciate your patience.

59.I=: Never mind, you're most welcome.

*Appendix C**Samples of Classroom Observations*

Sample One:

In this aspect, I observed a Reading Recovery Intensive Program that helps at risk college students' transition back to regular classrooms. In this program, students are trained to have the skills and strategies needed to maintain the ability to read and grow as a reader (Clay, 1991). The Reading Recovery teacher teaches strategic activities to support struggling readers in developing a self-extending system of strategies that help students to continue developing as readers after the Reading Recovery sessions are over. The teacher creates a lesson format, teaches strategic activities such as implied main idea, inferences, sequencing, summarizing, predicting, paraphrasing and clarifying difficult words that would foster comprehension monitoring and reading comprehension. These strategies would help students to become self regulated strategic readers who are highly competent at comprehending texts and eventually would improve their academic achievement in formal educational settings (Bajsanki & Kolic – Vehovec 2006). What has caught my attention in the observation I coded for two weeks is that the Reading Recovery teacher used variety of methods; such as modeling, explicit teaching, prompting and praising to help struggling readers become self regulatory. The teacher teaches what students need to learn to progress to join regular classes. Although the type of the interactions between the student and the teacher did not change throughout the program, what really has changed is the problem solving done by the students and the strategies that the student is called upon to use. In this sense, teachers help students to become self-regulated readers. The book the teacher used was mainly set up for this purpose. The book taught students skills that they need to

improve their reading comprehension. For example, while the teacher was explaining the inference skill, the reading instructions were made by the teacher to guide the students and model for them how inferences can be inferred from the paragraph they have read in class. Then, students try to emulate the teacher in another paragraph. Moreover, the teacher extended teaching students higher order of thinking by using higher order of questions and complex tasks. For example the teacher asked them, "What do you think the author is trying to say about gender talk?" "How nowadays gender talk is like? How was it in the past?"

The teachers' questions forced the students to express their opinions by using inferences from the text and behind the text in relating the text- to the world.

Moreover, the teacher used discourse analysis when trying to link relations between the use of tag questions and gender. These interpretations relate the function of grammar to the students' lives. Students in the program had opportunities to evaluate their learning throughout every chapter. On Friday session, the teacher asked "Who can tell what happened in our previous lesson? And the teacher repeated the following question more than once "Where have we heard that before?" This required question by the teacher made students reflect on what they had learned previously during their program. These reflections created opportunities for learners to evaluate and control their learning that will finally lead them to internal sources of what they have learned before. The teacher was trying to give specific feed back in a non-threatening situation for the students thereby strengthening their self-control level of self regulation and their self-efficacy (Perry, Hutchinson, & Thauberger, 2007).

One time the teacher asked the students to visit the library and read articles of their choice from the "Reader's Digest" magazine, students were motivated and some got articles to class the next session. Unfortunately, because teachers worried about lack of time to finish the syllabus, students were not given the opportunity to share their readings with their classmates; though Turners (1995) examined how reading tasks influence young students' engagement in learning. Teachers who assign open tasks tend to teach reading skills in the context of authentic reading activities, (e.g. teaching print concepts as they appear in the book the class was using), model strategic thinking, and problem solving. In this aspect, the teacher discusses metacognitive strategies appropriate to complex reading tasks. In contrast, closed tasks and activities limit students' opportunities to make decisions or control their learning. These close tasks engaged all students in identical seatwork which they completed independently. Yet, these closed tasks focused on basic reading skills a part from authentic reading activities. Such closed tasks are used to provide instruction in the context of teacher-directed Reading Recovery Program. However, in order to engage students in self-regulated reading, teachers should design open tasks to support SRL (Perry, Hutchinson, & Thauberger, 2007).

Every time before the session ends, the Reading Recovery teacher offers students challenging tasks such as reading two or three stories. On another occasion, the teacher offers the learners a take home exam. In this respect, I think the teacher is helping the students to acquire self-regulation. Tasks that are challenging to students will motivate them and stimulate students' engagement. Beginning with tasks that a student can accomplish will immediately provide students with opportunities of success. Students are likely to be persistent in their efforts while completing increasingly difficult tasks. Another

way to assist students with challenging tasks is to identify methods students can use in problem solving. For instance, modeling skills in comparing / contrasting, using analogies, and paraphrasing can all encourage students to take responsibility for their own learning (Cooper, Horn, & Strahan, 2007). In another session, the Reading Recovery teacher modeled the use of comprehension strategies in thinking aloud as a text was read. The idea was to impress the struggled readers during their reading instruction. In this context, Hilden and Pressley (2007) conducted a lesson making text-to-self connections while reading a book. Moreover, another instructor modeled question asking during reading with group of struggling readers. On one occasion, the Reading Recovery teacher modeled a lesson in finding the important ideas in a text which was effective for teaching instruction. In this lesson, the teacher drew the students' attention on how a full-time job affected students' achievement especially college students whose priority is to study and not to work. In this specific choice of the text, the teacher actually was able to implement the strategy of eliciting the main idea; in addition, to relating the text to self-connection. Moreover, the proper choice of this text reported students' motivation and attention when modeling the strategies. The students were expressing their thought freely and generating ideas spontaneously. I think this is very important to have students practice the strategies with texts at their instructional level and with texts that promote students' conversations that lead to discussions especially about their lives.

I have noticed that at the beginning of every session, the Reading Recovery teacher wrote the difficult vocabulary words on the board where students would encounter in their story. In this manner, the teacher reported that students have problems with vocabulary that hindered the learners' from comprehending the text. These struggling students could not

use the strategies effectively if they could not read and understand the meaning of majority of the words in the text. Also, some times the students would infer the meaning of words by using context clues. In this sense, I think the teacher was trying to avoid students to read at a frustration level. The students will not understand what the story is about if they do not know the background knowledge to construct a coherent understanding. Such words were "Superstitious", "Scrutinize", "fastidious", "Cobbler", and "goldsmith".

During the observation, the Reading Recovery teacher always modeled the strategy by using concept maps. These concept maps identify patterns students knew and practiced on different essays. Every essay has a map for its topic sentence. For example, essays that use a lot of examples, students drew a rectangle for it. Students in this manner identify patterns of an essay with diagrams. In this example, I noticed that learners are becoming conscious by using these models. Students are becoming active readers through instructions that are modeled by the teacher, followed by student practice; meanwhile, the teacher was offering continuous and additional reinforcement of these skilled strategies instructions as needed by students. As students practice strategies in using these procedures, they would gradually become self - regulated. These struggling students not only would be able to execute the strategy, but also would know where and when to use the strategy (transfer of strategies) .Such instructions can produce large gains in reading comprehension (Hilden & Pressley, 2007).

As the teacher was explaining the difference between summarizing and paraphrasing in the reading text, the teacher used visual literacy where the teacher called the students' attention to graphic organizers. In this manner, the Reading Recovery teacher helps students see different structures in informational texts. I believe the Reading Recovery teacher did a

great job of modeling the strategies by explicitly teaching when and how to use them. But the problem is that could these struggling students use the strategies independently when they read? For example, when the teacher explained the strategies of comparing and contrasting, summarizing and paraphrasing via a graphic organizer, students did not document their events on forms or handouts. Students did not fill graphic organizers that organized their summaries into sequential events. An activity could have been done to mediate between the teacher modeling and explicit cueing to have a complete internalization of the strategies by the students. These activities would give the students more control in reporting the strategies while the teacher is still providing feed back to internalize the strategies while reading. Although these teaching tools such as, the organizer in this example, and other tools such as the KWL charts were helping students to understand the text, many adult readers rarely write out a formal KWL chart while attacking a book or a text (Hilden & Pressley, 2007). In other words, these tools represented a step and the road to self-regulated reading comprehension and not the end goal or self-controlled level of reading comprehension. I think this is true due to the fact these strategies should be taught and developed in elementary, middle school, and high-school through instructions that begin with teacher modeling of strategies, followed by students' practice, including the teacher's reinforcement of the skilled strategies and additional instructions as needed by the student.

It is said that one learns to write by reading. The writer writes on the premises of the reader in taking the readers' expectations into account and in shaping the texts to meet the audience expectation. Although the Reading Recovery teacher mentioned that and explained it, a writing task would have been done in class where students would be

involved in writing summaries about the paragraph they read about. In this way, students would develop a sense of peer feedback on their work and have metalanguage useful for thinking and talking about the reading. Though the teacher used the teacher-centered classroom, a traditional teaching method, students were passive as the teacher used teacher-directed instructive methods. I think this way of classroom management is encouraged only in Reading Recovery Programs where students have to focus on skills learned and not to be off task while seated in student-centered fashion. Students seemed comfortable as the teacher was monitoring the students' work without having the struggled learners being thrilled or irritated among their colleagues. While the Reading Recovery teacher was explaining for the students the concept of "Urban Legend" in the story of "The Nightingale and the Rose", the teacher exposed the struggled learners to theme identification which empowered the learners' higher-order comprehension skills and critical literacy. In this respect, the teacher was treating the text actively along with the struggled students. The learners deeply dealt with the content of the story and related the incidents of the story to their real life situation. In another story "A Letter to Olivia", the teacher implemented the reader's knowledge of the text and the conventional roles of the readers of this genre, the purpose of the author, the audience the author is writing the text for, context, content, values, ethnicity, register, and culture to model an efficient and effective processing of any text. The teacher was modeling how the students should read between the lines to elicit the students' feedback about critical reading. In this story, the Reading Recovery teacher directed the students' attention to the fact that cultural facts are learned by the target language which motivate the students to look beyond their

linguistic boundaries and render the learners to be more tolerant towards different beliefs and values and thus less ethnocentric. In this way, the teacher was able to make the students aware of what is essential for the members of the global community to enjoy understanding of cultural variations.

Sample Two:

Observation's Report and Critique:

In another aspect, I observed another Recovery Intensive Program that helps low-achieving college students' transition back to regular classrooms. In this program, students are trained to have the skills and strategies needed to maintain the ability to read and write. The Recovery teacher teaches strategic activities to support struggling learners in developing a self-extending system of strategies that help students to continue developing after the Recovery sessions are over. The teacher creates a lesson format, teaches strategic activities such as implied main idea, inferences, sequencing, summarizing, predicting, paraphrasing and clarifying difficult words that would foster reading comprehension and writing. These strategies would help students to become self regulated strategic readers who are highly competent at comprehending texts and eventually would improve their academic achievement in formal educational settings (Bajsanki & Kolic – Vehovec, 2006). What has caught my attention in the observation I coded for two weeks is that the Recovery teacher used variety of methods; such as modeling, explicit teaching, prompting and praising to help struggling readers become self regulatory. The teacher teaches what students need to learn to progress to join regular classes. Although the type of the interactions between the student and the teacher did not change throughout the program, what really has changed is

the problem solving done by the students and the strategies that the student is called upon to use. In this sense, teachers help students to become self-regulated readers. The book the teacher used was mainly set up for this purpose. The book taught students skills that they need to improve their reading and writing skills. For example, while the teacher was explaining the inference skill, instructions were made by the teacher to guide the students and model for them how inferences can be inferred from the paragraph they have read in class. Then, students try to emulate the teacher in another paragraph. Moreover, the teacher extended teaching students higher order of thinking by using higher order of questions and complex tasks. For example the teacher asked them, "What do you think the author is trying to say about the Thower?" "Why did the author called him like that? What do you think would happen? After reading the first part of the story, the teachers' questions forced the students to express their opinions by using inferences from the text and behind the text in relating the text- to the world. Such as, "How a thrower could be blind and seated in the hospital? Why now the thrower can not move? Have you ever witnessed such an incident? Tell us about it?

Moreover, the teacher used discourse analysis when trying to link relations between the use of rhetoric questions such as "Is he spying or observing", and the teacher explained whether is it ethical to spy even among doctors or not. Students in the program had opportunities to evaluate their learning throughout every chapter. On Friday session, the teacher asked "Who can tell what happened in our previous lesson? And the teacher repeated the following question more than once "Where have we heard that before?" This required question by the teacher made students reflect on what they had learned previously during their program. These reflections created opportunities for learners to evaluate and control their learning

that will finally lead them to internal sources of what they have learned before. The teacher was trying to give specific feed back in a non-threatening situation for the students thereby strengthening their self-control level of self regulation and their self-efficacy (Perry, Hutchinson, & Thauberger, 2007).

The teacher asked the students to follow the Power point Organizer and read the story again to fill the map in groups. At this point, students were motivated and some got excited and gave instant responses during the session. In this aspect, the teacher discussed some metacognitive strategies which were appropriate to this task. However, in order to engage students in self-regulated reading and writing, the teacher should design an open task to support SRL (Perry, Hutchinson, & Thauberger, 2007). In this respect the teacher should have asked students to write about any person who had experienced or read about a similar problem.

Every time before the session ends, the Recovery teacher offers students challenging tasks such as reading or writing an essay. On another occasion, the teacher offers the learners a take home exam. In this respect, I think the teacher is helping the students to acquire self-regulation. Tasks that are challenging to students will motivate them and stimulate students' engagement. Beginning with tasks that a student can accomplish will immediately provide students with opportunities of success. Students are likely to be persistent in their efforts while completing increasingly difficult tasks. Another way to assist students with challenging tasks is to identify methods students can use in problem solving. For instance, modeling skills in comparing / contrasting, using analogies, and paraphrasing can all encourage students to take responsibility for their own learning (Cooper, Horn, & Strahan, 2007). In another session, the Recovery teacher modeled the use of writing strategies. The

idea was to impress the struggled writers during their writing instruction. In this context, the teacher conducted a writing task making text-to-self connections while writing an essay. In this aspect, the Recovery teacher modeled the writing for the students where ideas were documented from the reading organizer and later the students included these ideas in their essays. In this lesson, the teacher drew the students' attention on how self regulated strategy development approach was useful in enhancing students' organization of the essay (Graham & Perin, 2007). In this specific choice of the text, the teacher actually was able to implement the strategy of eliciting the main idea; in addition, to relating the text to self-connection of what is called TWA+PLANS without even knowing this strategy(Graham & Harris, 2003). Moreover, the proper choice of this text reported students' motivation and attention when modeling the strategies. The students were expressing their thought freely and generating ideas spontaneously. I think this is very important to have students practice the strategies with texts at their instructional level and with texts that promote students' conversations that lead to discussions especially about their lives.

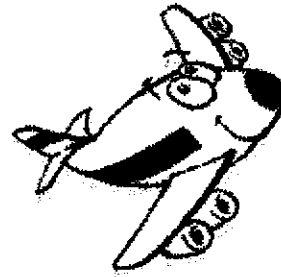
During the observation, the Recovery teacher always modeled the strategy by using concept maps. These concept maps identify patterns students knew and practiced on different essays. Every essay has a map. For example, narrative essays have different maps than descriptive essays. Students drew maps for each type. Students in this manner identify patterns of an essay with diagrams. In this example, I noticed that learners are becoming conscious by using these models. Students are becoming active readers and writers through instructions that are modeled by the teacher, followed by student practice; meanwhile, the teacher was offering continuous and additional reinforcement of these skilled strategies instructions as needed by students. As students practice strategies in using these

procedures, they would gradually become self - regulated. These struggling students not only would be able to execute the strategy, but also would know where and when to use the strategy (transfer of strategies) .Such instructions can produce large gains in students' achievement (Hilden & Pressley, 2007).

Appendix D

Organizers

TWA



T

Think Before Reading

Think about:

- The Author's Purpose
- What You Know
- What You Want to Learn

W

While Reading

Think about:

- Reading Speed
- Linking Knowledge
- Rereading Parts

A

After Reading

Think about:

- The Main Idea
- Summarizing Information
- What You Learned

3 Steps for Planning and Writing



1. Do P Pick Goals
L List ways to meet Goals
A And
N Make Notes
S And Sequence Notes

2. Write and Say More

3. Test Goals